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LIP READING FOR THE DEAFENED CHILD

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LIP READING FOR THE DEAFENED CHILD

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LIP READING FOR THE DEAFENED CHILD

A HANDBOOK FOR TEACHERS

BY

AGNES STOWELL

INSTRUCTOR IN METHODS OF TEACHING LIP READING, EXTENSION DIVISION, UNIVERSITY OF CALIFORNIA; FORMERLY A TEACHER OF ENGLISH IN THE MAXWELL TRAINING SCHOOL FOR TEACHERS, BROOKLYN; TEACHER IN THE CHILDREN'S CLINIC, THE NEW YORK LEAGUE FOR THE HARD OF HEARING, INC.

ESTELLE E. SAMUELSON

SUPERVISOR OF EDUCATIONAL AND EMPLOYMENT WORK, THE NEW YORK LEAGUE FOR THE HARD OF HEARING INC.; INSTRUCTOR IN METHODS OF TEACHING LIP READING, BROOKLYN TEACHERS' ASSOCIATION; FORMERLY A TEACHER IN THE NITCHIE SCHOOL OF LIP READING; COAUTHOR OF "EARS AND THE MAN"

ANN LEHMAN

EMPLOYMENT CENTER FOR THE HANDICAPPED, NEW YORK CITY; FORMERLY EDUCATIONAL AND EMPLOYMENT WORKER, THE NEW YORK LEAGUE FOR THE HARD OF HEARING INC.; TEACHER IN CHARGE, LIP READING ANNEX, PUBLIC EVENING SCHOOL 27, MANHATTAN; COAUTHOR OF "EARS AND THE MAN"

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PREFACE

THIS book is the result of a realization of a genuine need of a textbook for work with hard-of-hearing children attending the elementary school, and is the outgrowth of five years' experience in the Educational Clinic of The New York League for the Hard of Hearing, Inc.

All the work included has met the practical test of the classroom. The sentences have proved eminently suitable for children from the third year to the eighth year of school, and the informal lessons designed for younger children have proved equally usable.

We[1] present the movements in practically the order in which the sounds represented by these movements diminish in auditory intensity. For example, since *th*, *f*, *z*, *s*, and *p* are generally the first sounds to weaken with the diminution of hearing, lessons on the movements that represent these sounds are among the first taught. Consonants, which are the weak sounds, are presented before vowels, the loud sounds.

While this book is a pioneer in the field of lip reading in the elementary schools, the underlying methods presented are those that have endured the test of time.

[1] "Sound Magnification and Its Application to the Requirements of the Deafened," by DR. HARVEY FLETCHER, *Proceedings of the Fifth Annual Conference of the American Federation of Organizations for the Hard-of-Hearing, Volta Review*, September, 1924.

The elementary teacher who is familiar with accepted primary methods of teaching children to read, will see that the method of teaching lip reading presented here is not so very different from the one which she used when she taught the child to get the thought from the printed page. The teacher of the deafened adult who is familiar with the methods set forth in *Lip-Reading Principles and Practice* by Edward B. Nitchie, and the *Müller-Walle Method of Lip-Reading*, by Martha E. Bruhn, will see how greatly the authors of this elementary textbook are indebted to both of these standard books. The designations of the movements included in this book are in almost every case identical with those used in the Nitchie text. The authors gratefully acknowledge their indebtedness to these standard works, and also to their friend, Dora Schulman, a teacher in the Public Schools of New York City, for her assistance in the preparation of sentence material and for her kindly criticism.

We trust that this book will be of use to those teachers who are giving in such full measure an untiring service in the training of hard-of-hearing children. Teachers of the adult and foreign deafened as well as the teachers of deaf children will find the lessons suitable for their pupils. May it serve to stimulate an increase in the teaching of lip reading.

AGNES STOWELL.
ESTELLE E. SAMUELSON.
ANN LEHMAN.

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LIP READING. PART I

LIP READING

CHAPTER I

THE DEAFENED CHILD PROBLEM

A. Recognition of a Hearing Impairment

As this book will find its way into the hands of teachers in communities in which no organizations for the deafened exist and where no first-hand information on the problem can be obtained, it is deemed advisable to present a background for the subject even though many of the facts presented are already familiar to the experienced teacher of the deafened.

In the United States there are over three million children with impaired hearing, and but few of the school authorities are aware of this fact. A conscientious and careful principal may have from five to seven per cent of these children in his school without his being aware that any of them has a hearing impairment. He may have classified some of these children as inattentive, careless, dull, and even feeble-minded because very few of these cases involving slight hearing impairment can be recognized without a special aural examination. The hearing impairment though slight probably has caused seventy per cent of this unrecognized group to be retarded in school.

Some of the older educators can no doubt remember the time when children with defective vision were stigmatized as clumsy and careless, and were kept after school for punishment because they had not seen the things they could not see. For testing the sight of the children the modern school system makes adequate provision and sees to it that glasses are furnished when required.

For our school children who have impaired hearing little has been done, and many are the tragedies of childhood because of this neglect. Let us relate one of these stories — The Story of Winifred :

This is the story of a little girl who lived in a beautiful house in the country where every comfort and convenience of education and refinement were offered her. Her father was a graduate of a well-recognized medical school, and her mother was devoted to the family.

In due course of time Winifred went to school. She did not find school especially interesting, though the children she played with and talked to were vitally so to her. Every month she took home a little envelope that she grew to hate the sight of. It contained the report of the month's work, and the marks were very low.

For a few years she kept up with her class to the extent of being promoted with the others. Then, one year when she was somewhere in her "early teens" she was "dropped" ; her friends all went on without her and she found herself in a class with younger children whom she did not know or want to know. It made her very

sad and she wondered why it all had to be. Why was she dropped? Why was she so stupid?

After a while, and she knew it was " because she did not do very well," she was sent to another school. Here many of the subjects were taught by lecture and the students were obliged to take notes, studying from these and reciting accordingly. She began to think her notes were not very good because she always failed to recite to the satisfaction of the teacher. She compared hers with those of other girls and found that their books contained many things that she had never heard. The girls told her that the teacher had said these things in the lectures. People began to say she was inattentive, a dreamer, going off woolgathering. She recognized these comments as meaning that she was *stupid.* Was she really stupid? Every one gave her the impression that she was; so she began to believe that she must be.

" There's a reason for this stupidity. There is always a reason for everything if one can only find it." So she set about trying to find it and at last hit upon a solution that was so terrifying to her that she dared share it only with her dearest friend, another child a few years younger than herself, one of her present classmates. " I must have some terrible brain trouble, I guess, something like softening of the brain."

" Why don't you speak about it to your mother? " came the sympathetic response.

" It's no use to tell Mother. She'll find it out sooner or later, and when she does it will be a fearful grief to

her. I want to keep it from her as long as I can, for some day they will have to send me to some horrible institution to be taken care of."

Oh, the sufferings of childhood caused by lack of proper understanding!

Night after night she cried herself to sleep — the aftermath of being kept after school for inattention, of being punished for disobedience at home when she had not understood what was wanted of her.

When she was about seventeen, because of her own request she was taken to an otologist. He discovered the real *why* of her case and reported hearing so far from normal that he could not understand how it was possible that her condition had not been recognized by intelligent, watchful parents and educated teachers!

Think of those wasted years of suffering that might have been saved if she had been given that otological examination eleven years earlier, if she had then been taught lip reading, and had learned to supply with her eyes what her ears failed to give her.

School surveys will reveal four classes of children with defective hearing: (1) Congenitally deaf children attending the public schools who should be in special schools for the deaf; (2) children with less than 25% of hearing power who can hear only when the voice is spoken directly into the ear and who require lip reading and grade instruction in small special classes; (3) in greater numbers, the hard-of-hearing children who hear raised voices at a close range; and (4) the slightly

deafened who hear conversational tones at about six feet. While the third class will require coaching in their grade work, there is no doubt in the minds of the authors that with adequate lip-reading instruction they will be able to continue in schools with children of normal hearing. The fourth group will require only lip-reading instruction to attain this goal.

This book was written primarily to aid in the instruction of the children who fall into the two latter divisions, the deafened children who have acquired deafness after their speech has been established.

We wish to emphasize strongly the distinction between the *deaf* child and the *deafened* child, that is, the child with *impaired* hearing. 1. The problem of the training of the *deaf* child is that of teaching him sound formations, speech forms, speech combinations, etc. 2. The *deafened* child has acquired these facilities naturally, *i.e.* as a normal child does, but as his power of hearing is below normal, it must be supplemented by the assistance of the eye, that is, by lip reading. These two different problems may touch each other at certain points, but, in general, they are definitely distinct.

B. Prevention of Deafness

When the teacher of lip reading learns of children afflicted with one of the contagious diseases so destructive to hearing, she can be of great service by giving both parents and children such instruction as will aid them in fighting preventable deafness. She can inform

them that the deafness which follows the contagious diseases of childhood frequently does not manifest itself until about three months after the recovery of the child. Careful watching through this period will aid in initiating timely remedial or preventive work. Actual testing of hearing will reveal the slight diminution that insidiously increases with advancing years, or the warning may be a suppurating ear for which thorough and continued treatments should be demanded.

C. Vocational Direction

We must all recognize, when we are giving the child advice regarding his future vocation, that deafness is an economic handicap; but we must also recognize and, what is more important, *make the child recognize* that with superior training and with wise choice of occupation the handicap grows less and less — even to the vanishing point.

The parents of some of the children you are training, if they have thought about the matter at all, have probably already mentally consigned their offspring to some occupation which has for its sole merit that ears are needed but little in the job. Others may have obtained one of those lists published from time to time that give all the occupations which handicapped people have been pursuing successfully. Such lists are more than useless, for they unduly limit the child in his choice of occupation.

In *Bulletin No. 96*, issued by the Federal Board for Vocational Education, Washington, D. C., on " A Study

of Occupations at Which 6,997 Physically Disabled Persons Are Employed after Being Vocationally Rehabilitated," the writer says:

" The usefulness of the job list depends on the supposition that what one or more persons with a particular physical disability have been able to accomplish others with the same disability can accomplish. However, experience has shown that unless the physical disability constitutes an actual bar, there are other factors much more important in determining the success of the rehabilitation of a particular individual. — Because there is a steeple jack in the United States who continues to follow his occupation despite the loss of an arm, and a man who presses clothing in a tailor shop although blind, no one would suggest that either of these jobs would be generally logical or feasible for men with similar disabilities. — In view of the foregoing considerations, therefore, it is doubtful that a mere list of jobs at which disabled persons are found working would be of much assistance in determining what other disabled persons might be able to do."

If we were to list the occupations in which deafened persons have succeeded, we could omit but few. We are safe, however, in saying that the deafened worker should shun those occupations in which the major dependence is placed on the hearing. Telephone, telegraph, radio, and dictograph operating, and stenography should be avoided. While some salespeople, teachers, and collectors who have become deafened have been able to keep on with their work successfully,

it would be unwise for an untrained person to take the training necessary to pursue those occupations, since there is so meager a chance of ultimate success.

All modern writers on the subject of employment for the deafened agree that it is impossible to generalize about occupations for the deafened, for the question is not general but individual. Those who advise the deafened child as to his choice of vocation must take into full account the child's individual potentialities, aptitudes, and desires as well as the limitations raised by the handicap. Then they must see to it that the child is trained for his vocation, and the training must be of such superior quality as to equip him thoroughly to compete easily and joyously with those who have unimpaired hearing.

While we are considering the child's native capability, we must also consider the family resources if the desired vocation calls for a long preparation. Then, too, we must consider somewhat the vocational trend of the family, especially where a long preparation is needed. You will find your junior accepting the necessary exactions more willingly if there have been similar experiences in the family.

The advisor must consider the degree of present deafness of the child and the question of his continuing in the occupation with probability of increased deafness. That brings up at once the question of the child's present ability as a lip reader and also of his attitude toward his own improvement in lip reading. If he seeks opportunities for self-improvement, if he can be

trusted to " carry on," then the question of diminishing hearing assumes a minor importance. The ability successfully to use a hearing device may be taken into account in this connection.

While we consider carefully the child's vocational aptitudes and desires, they should never be the determining factor in vocational choice. The conservation of the hearing, even though it is but the smallest remnant, is of the greatest importance. A person with middle-ear infection should work where he will be free from further infection and irritation. The fumes of chlorine and paint and the dust that rises from the grinding of certain metals would serve to increase the infection and probably diminish the hearing. The varying temperatures found in laundries and candy factories would affect him in the same way. Yet not all deafened people need avoid these industries. Persons deafened by trauma or by nerve affections can pursue these occupations with perfect safety.

Another thing to be considered in the conservation of the remaining hearing power is the elimination of nerve strain. As part of the vocational preparation the young student should be taught that this question of nerve strain is quite definitely within his own direction, and that he can eliminate much of it by his own attitude of mind. Many deafened persons do not relax sufficiently, for they always have that subconscious fear that unless they are on the alert, they may not know what is said. They should teach themselves to expect success in understanding, and

because of that expectation they will the more easily understand.

The reaction of a deafened person to noise is of importance in the selection of a vocation. Cases of nerve deafness should not work in noisy places, as the wear and tear on the nervous system tends to diminish the hearing. Those cases in which the sound-conducting mechanism only is involved rejoice in a good noisy work shop, for the noise seems to lessen their deafness.

The young worker should be taught to care for his health, for his hearing depends so greatly on his general bodily condition.

Finally, we must consider well the child's reaction to his own deafness. If in spite of our attempts at character building during the lip-reading period the child is still very sensitive about his handicap, he might have great difficulty in making good at an occupation that required group work and coöperation. His fellow workers, finding him hard to get along with, would leave him to himself in unpleasant isolation. We must consider, too, whether the child is an inveterate " bluffer," trying " to get away with it," accepting any sort of reputation for carelessness, absent-mindedness, and the like, if the fault is not laid to his defective ears.

If, however, we have trained our young student properly, he will be frank about his lack of hearing, but he will be equally frank in insisting that his superior powers of concentration, observation, and attention, the cheering by-products of his handicap, be also recognized.

A fuller discussion can be found in *Ears and the Man*,[1] pp. 73 *et seq.*

D. Speech and Voice Defects

Children with defective hearing are more likely to have speech defects than children with unimpaired hearing. While a certain amount of defective speech is due to carelessness, one must remember that it is mainly due to their defective hearing, which may manifest itself not only in a lessening of the intensity of the actual sound, but also in a distortion of certain sounds.

When the child with defective hearing meets a new word, the aural percept lacks clearness and precision; hence, when the child attempts to reproduce what he thinks he has heard, the word frequently can not be recognized. Sometimes the distortion is so great as to result in the substitution of one sound for another, and thus possibly of one entire word for another. The above conditions make it advisable to seat the child as near the teacher as possible. If the child's deafness is very marked, a conversation tube, which concentrates the sound waves without distorting or changing their quality in any way, should be used. If carelessness is the cause of the defective speech, get the child to take pride in his speech by giving him an audience.

Children who attend lip-reading classes show rapid

[1] Peck, A. W., Samuelson, E. E., and Lehman, Ann — *Ears and the Man; Studies in Social Work for the Deafened;* F. A. Davis Co., Philadelphia, 1926.

improvement in their speech, for in these classes they must speak so that their lips may be easily read by other children. Called upon to give word exercises, sentences, and stories, each child, in his effort to produce the revealing movements of the sounds as his teacher does, achieves better speech.

The teacher can help the child also by employing the kinæsthetic sense. For example, if the child says *ketch* instead of *catch*, the teacher can have him say *hatch* and lead him from that to the proper pronunciation of *catch*.

When deafened children stutter or stammer, the usual psychological methods for their cure should be employed. Stuttering and stammering are commonly the result of a feeling of inferiority, and the deafened child is more frequently the victim of this complex than the child with unimpaired hearing.

The quality of the voice is more likely to be affected by deafness than the speech. Deafness tends to level the tone range until the voice becomes monotonous and metallic. Every effort should be made by the teacher to combat this tendency. Humming exercises should be given, and the child should be encouraged to sing. Even though true pitch may never be obtained, the effort to produce a range of tones will have its effect.

Emphasis is laid on the correction of speech and voice defects for all classes of deafened children; for those who are slightly deafened to-day are frequently harder of hearing to-morrow, and it is then that defects in speech are encountered.

Helpful suggestions may be found in the following reference books on speech defects and on mental hygiene.

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CHAPTER II

METHODS OF TEACHING

A. General Suggestions

Speech. If your speech accords with the standards of good speech that now prevail among teachers in service in our schools, the only advice necessary for you is *speak naturally* in tempo, in phrasing, and in movements of the lips. It is a great mistake for teachers to try to aid their pupils by exaggerated lip movements and by unnatural pauses.

Find out whether you have any misleading idiosyncrasies such as habitual immobility of the upper lip, or the habit of projecting the lips for *s* and *z*, and if you have any misleading idiosyncrasies, eliminate them.

Inaudible voice. Teachers of lip reading find that if they give their exercises *without* voice, there is a tendency toward exaggeration of lip movements. In order to prevent unnatural movements of the lips and yet provide for lip-reading practice, the teacher should use a tone of voice that is below the threshold of audibility for all of the children.

Gestures. In ordinary conversation do not use pantomime, and be sparing of natural gesture. In telling a story, however, use whatever gestures go with the

story, for in story-telling you are not only furnishing the child material to read from the lips, but also giving him training in the noble art of story-telling; you are giving him a way of making himself acceptable to his social group. Your gestures add to the joy of the story, and the child will need to see them so that when he tells the same story to another audience, he can use appropriate gestures. One successful teacher of story-telling suggests that in telling a story to adults where the lip-reading motive is more dominant than the joy motive, the gestures might *follow* the words instead of accompanying them. Try this out with such a story as *Epaminondas*, and you will find that you have given your adult class something excruciatingly funny without sacrificing any of the lip-reading practice.

Sentence clues. If a pupil fails to understand, repeat the sentence; then, if necessary, give the thought in an easier form or give him some adequate clue; finally go back to your original sentence. On your ability to give a clue directly, gracefully, and naturally will depend much of the pleasure of the lesson.

Example. A teacher was giving her class an account of her social activities of the past week. Among other statements she said: "Wednesday I had tea with Mrs. Winter." (A lady well-known to all the members of the class.) At the close of her account a pupil said: "I didn't understand with whom you had tea on Wednesday." The teacher repeated her statement, but the pupil failed to get the name. "Who sent you that wonderful basket of roses for your birthday?" asked

the teacher. "Mrs. Winter," replied the child. "Was it she?" "Yes, Wednesday I had tea with Mrs. Winter," said the teacher, repeating her original sentence.

The clue furnished by the teacher was good in that it was direct, and it gave pleasure to the pupil.

Material. The sentences given the child should:

1. be suitable for his age, grade, and development
2. illustrate well the movement to be taught
3. be natural
4. be interesting to the child
5. have value, that is
   - *a.* social — aiding the child to understand schoolroom commands
   - *b.* intellectual — conveying information
   - *c.* emotional — suggesting gay and pleasant experiences

The teacher will find that if she devotes a few minutes daily to reading some good piece of children's literature, she will soon be able to frame satisfactory sentences.

Classroom conditions. It is easier for the lip reader when the light falls directly on the speaker's lips. Let the teacher make the hearing children aware how necessary it is for a lip reader to have all the advantages of a good light on the lips he is trying to read, and secure their coöperation in making the lip reading of their fellow students a success.

Be careful in the lip-reading class that the child does not sit where he gets always the same view of the speaker's lips. Encourage the child to shift his seat

from day to day so that he may accustom himself to read from either side as well as from the front.

The hard-of-hearing child, usually having more nerve strain than a child with unimpaired hearing, needs to be guarded more carefully from over-fatigue in classroom exercises. Sometimes a mere change from a sitting to a standing position will give the desired relief.

Length of lesson. The lesson should not continue one minute after the children show signs of fatigue. If you plan your lesson well, you can work profitably for fifteen to twenty-five minutes with grades one to three; twenty to thirty-five minutes with grades four to six; and thirty to fifty minutes with pupils of the higher grades. There are so many different kinds of exercises in lip reading that the teacher should never find it difficult to plan a lesson which would call for a variety of activities such as would keep the child at top-notch effort all the time and yet not fatigue him.

Straight, uninterrupted lip reading is hard work. It is the hardest kind of work. So rest the children by introducing a game that calls for little lip reading and much bodily activity, and thus give them zest for another piece of intensive work. Such a game as "Commands" (see page 28, Teaching Informal Lessons) fills these requirements admirably. You will find that it is enjoyed by adult pupils as well as by the very little ones.

Be sure that each lesson is so planned that the pupils enjoy their lip-reading lessons both in anticipation and

in retrospect and then the problem of length will give you but little difficulty.

Use of the text. This book may profitably be placed in the hands of children, especially of those above the fifth year. It can be used for home practice when the child has some one to practice with, and for supervised mirror practice in the classroom. The teacher is advised to have a copy for each child for supplementary practice.

The text will be useful as a guide to parents in the early instruction of their young deafened children, and it will aid any teacher in a rural community, who is untrained in lip-reading methods but willing to assist the deafened children of her school.

Mirror practice. Mirror practice is valuable in registering an impression of the movement on the child's mind through the sense of feeling as well as sight. It should be done under the teacher's supervision so that she may prevent or correct any tendency on the part of the child towards exaggeration of the movement. The teacher, passing around the room, can also tell the child how to adjust the mirror so that the lower face is visible.

Coöperation with grade teachers. The intelligent coöperation of the class teachers is always of great help to the special teacher of lip reading. It is yours for the asking. A most delightful and efficient way of securing this coöperation has been used in a school near Philadelphia, where deaf children below school age are received and taught until they are ready to take their

places with hearing children. When a child is prepared to leave this special school and to become a pupil in an ordinary elementary school, the future teacher of the deaf child is invited to be a guest of the school for a few days. The future teacher learns by observation what tremendous effort both the pupil and the teacher have had to make to accomplish what has already been done, and she learns also to respect this achievement and to admire the fine spirit of the child who is to be her pupil.

Ask the grade teachers to visit your class, and after their sympathetic understanding has been aroused, ask each one to make out a list of her classroom commands that will aid her pupils. Ask her to notice with what kind of class procedure the hard-of-hearing children have difficulty. Soon she will be coming to you with prideful stories of how she has aided some pupil to overcome certain of these difficulties. It will not take her long to find out how much easier it is for a pupil to read a sentence which has comparatively few obscure movements. If she sees the hard-of-hearing child hesitate when she says " Get your coat," she learns quickly to change her command to " Put on your overcoat," which is much easier to read from the lips.

Encourage your pupils. The following experiment was made for the purpose of testing the effects of a buoyant and happy frame of mind on the work of the pupils:

A large group of hearing pupils was given an examination in arithmetic. They were dismissed, the papers rated, and the class divided evenly into Group *A* and

Group *B*, so that the groups rated equal, as shown by the test. The two groups were then called separately. The members of Group *A* were told that, because of their poor ratings, they were to be given an opportunity to take another test in the hope that they might do better. The members of Group *B* were told that, because of their excellent marks, they were to be given an opportunity to do even better. A test alike in all particulars was given to both groups. Group *A* lowered its record; Group *B* raised its record.

The moral of this story is not that you should encourage your pupils by giving them a false impression regarding their achievements, but it does mean:

1. Grade the work as carefully as you can so that the pupil will never feel "swamped."

2. Let your somewhat discouraged pupils understand the plateau theory of progress, that with the effort the higher plateau comes in the end. The happy day of achievement will come the sooner because they are looking for it.

3. In every way call forth the initiative of the pupils.
   a. Give them biographies of people who have become good lip readers.
   b. Give them biographies of people who have achieved success under great odds.
   c. By all the ways known to good teachers sell them the idea of the value of a backbone.

Train your students to listen. Many of our hard-of-hearing children fail to hear sounds that are well within the range of their hearing because they are not

listening for sounds. In addition to turning the children loose on the radio, it is well to call to their attention the louder sounds of everyday life.

One of our lip-reading pupils, a student in high school, had never heard an auto horn until his attention was called to that particular form of torture. He came with a beaming smile to the lip-reading lesson following the one in which he had been admonished to listen for auto horns, and told the teacher the number of times since his previous lesson that he had heard the sound.

While many of our students may never hear a wild bird sing, yet it is well to call attention to bird song. The child may listen with pleasure and profit to the song of the caged bird. A phonograph record of bird songs will help the child to know what to listen for, and who knows but in some happy moment a brave wild bird may come near enough to the waiting child for its song to be heard and recognized.

If there is a school orchestra, the hard-of-hearing children should be trained to play in it, for they will get not only the stimulation that comes from the joy of producing, but also a most needed training in listening.

Help the child to become an efficient reader. The reading habits of the hard-of-hearing child need special supervision in two respects:

Content. The hard-of-hearing child needs to have his attention directed to good books, for his eyes must largely take the place of ears if he is to succeed in life. The best of fiction, of travel, of biography, and of popular science should be available for him.

Speed. Few of us read as efficiently as we might. We read too slowly. We could increase our speed even without special training if we tried. The hard-of-hearing child more than others needs to increase his speed. For one reason, he needs that speed to carry over into his lip reading; for another, he needs speed in getting knowledge, for it is necessary that he should have a superior mental equipment. So, then, it will be wise for the lip-reading teacher and the class teacher to apply the many suggestions found in method books on silent reading in their remedial work for slow readers.

The children's leisure hours need much direction. The teacher can easily interest a fine-spirited boy in this problem. One of these kindly high school boys gave up every other Saturday for months to show a small group of children the sights of the city: the aquarium, factories, museums of natural history, and other places of interest. The hard-of-hearing children should be taught to see and love pictures. The door to many pleasures has been shut; you must open the windows to happiness. Interest some art-loving friend in training these children to see beauty, and you will have filled the children's minds with a never-failing source of delight.

Vocabulary building. In order to compete successfully with his hearing mates of the same age and grade, the hard-of-hearing child must be master of a larger number of words. It is further important that his vocabulary be enriched at as early an age as possible, since much deafness is rapidly progressive. When the

hearing child encounters a new word, he usually gets the meaning from the context, for he has practically the rest of the sentence as a clue. The child that depends on his lip reading has to cope with a language in which forty per cent of the movements are obscure, and fifty per cent of the words are homophenes. If the lip reader has the added handicap of an unknown word, what chance has he to interpret the thought of the sentence?

The teacher, then, must aid the hard-of-hearing child not only to increase his vocabulary for immediate use, but also to form such habits of self-direction as will provide for later vocabulary increase. The child must be trained to notice in his reading words that are new to him. He must be trained to listen over the radio to speeches that are within his comprehension as well as to bedtime stories, and he should be encouraged to try to pronounce and use the new words that he hears. The hard-of-hearing child needs work in etymology. Of course all children are benefited by such instruction, but it is a special necessity for the hard-of-hearing child.

There are a number of games that may be used to aid in increasing the child's vocabulary:

1. *Guessing the word from the definition.* This game may be played as follows: The leader, either a teacher or a pupil, places on the board a number of words (either previously assigned or handed in by the children) containing a common stem. For example: *report, porter, deportment, export, reporter, portable, portage, import, support, deport.*

Then some pupil may ask: "Is it the form of *port* that carries your bag for you at the railroad station?" Leader: "No, it is not a porter." The leader then places a line under *porter*. Then because all the pupils may not have read John's question correctly, the leader says: "No, it is not the form of *port* that carries your bag for you at the railway station. It is not a porter." Pupil: "Is it the man who carries the news to a newspaper office?" Leader: "No, it is not a reporter."

Proceed in the use of board and repetition as before. The game continues in this way until the word that the leader has in mind is guessed. Then another leader is selected. The leader is given a point for every word that he gets from the definitions of the other participants, and he loses two points for every one he fails on. The others score for every definition given correctly.

To make this game really helpful in vocabulary building, the teacher must assign the material for the game some time in advance of the lesson so that the children may have opportunity to prepare themselves with lists of words and with suitable definitions. This game may be played also by using as material a prefix or a suffix.

2. Some of the various forms of *logomachy*, or word building, can be taught in school and the child encouraged to play at home.

3. *Charades* are very useful in enlarging a pupil's vocabulary when the pupils themselves do most of the

planning. If the lip-reading pupils ever give parties, try out some charades.

4. Although *cross-word puzzles* are now out of date, they are useful *to the pupil that enjoys them.*

5. *Riddles, conundrums, humorous stories* concerned with errors in the use of words, all help to increase the child's vocabulary.

B. Teaching Informal Lessons

How to introduce lip reading to young children. The work of the first three years, grades one, two, and three, may be informal, and the little child may learn lip reading as he has happily learned other things, through the repetition of pleasurable experiences. He found out very early in his life that he could get pleasure by dipping his spoon into a dish of ice cream and conveying a spoonful to his mouth. He now finds that by watching the movements of his teacher's lips he can get desired permissions to do things, and that great opportunities for enjoyment are dependent on his ability to read the lips of all associated with him.

About one hundred fifty years ago Rousseau wrote: "Much attention is paid to finding out the best method of teaching children to read. We invent printing offices and charts; we turn a child's room into a printer's establishment. Locke proposes teaching children to read by means of dice — a brilliant contrivance, indeed, but a mistake as well. A better thing than all of them, a thing no one thinks of, is *the desire to learn.*"

Among the following exercises the teacher will find suggestions for such informal work as will aid the child to "*desire to learn.*"

1. *Reading and executing simple commands.* The following material has been found useful:

a. Toys — ball, top, marbles, doll, toy horse, etc.

b. Pictures mounted on stiff cardboard — animals, birds, and interesting objects, such as automobiles, engines, trains of cars, watermelons, etc.

Procedure. Give your command to the class as a whole, and then call on some pupil to execute, or let some pupil give a command and then call on some other member of the class to perform the act. The first commands must be very simple. For example:

Give me the doll.
Give me the horse.
Give me the top, etc.
Point to the ball.
Point to the top, etc.
Spin the top.
Put the doll on the horse.
Bounce the ball as hard as you can.

The most delightful material for one of the *command* exercises is provided by The Harter School Supply Company. It is part of their material for silent reading seat work. The material consists of sets of cut-out pictures with directions for assembling. One child reads from the printed card the directions for building the picture, while another child pins the pictured

objects on an oak-tag board. The other members of the class take part in the lesson by reading the commands from the lips of the child and by watching to see whether the commands are obeyed. For example:

Place the house at the right of the picture.
Place the tree at the left.
Hang the swing from the tree.
Put the little girl into the swing.
Place the bird house between the house and the tree.
The bird is flying to the bird house.
The dog is watching the little girl.

2. *Answering questions based on Mother Goose.* If your children know and love Mother Goose rhymes, you may use them as a pleasing approach to lip reading.

Procedure. Recite in an inaudible tone of voice some rhyme that the children know. If they do not recognize it, say it using an audible tone. After they recognize it, recite again in an inaudible tone. Let the children say it with you, and see to it that they say it correctly. Then in an inaudible voice, question on what you have recited. For example:

Where did Old Mother Hubbard go?
What did she want?
Why did she want a bone?
What did she find in the cupboard?
What did the dog get?

Then take up another rhyme, using the same procedure. Then ask questions on both. For example:

What did Jack Horner get from his pie?
What did Mother Hubbard get from the cupboard?

Who wanted a bone?
Where did Jack Horner sit?

If a child fails to answer a question correctly, repeat the entire rhyme, emphasizing, if you think necessary, by a glance or a gesture the part containing the answer; but under no circumstances, with the vain thought of being helpful, speak too slowly or with exaggerated movements.

Most children know about a dozen of these rhymes, and so an interesting series of lessons making use of this material can be given. If the material is used joyously, there will be little danger of your spoiling it for the children. Remember, however, literature is a sacred thing, given us for delight, and one must be careful about having anything but joyful associations connected with it.

3. *Guessing riddles.*

Procedure. The teacher writes on the blackboard the names of a number of objects. She then describes one of them, giving the most characteristic features last; and then she permits a child who has guessed the riddle to erase the word from the board. For example:

(*a*) I am round and white.
You think I am very cold.
Boys like to throw me.

(*b*) I grow in the fields.
I have a yellow hat with white petals.
Children love to pick me.

(c) (for older children)
I have four legs.
I have a short tail which looks like a rope.
I have large ears.
I am very large.
I am larger than a horse.
I have a trunk, but I do not put my clothing into my trunk.
You will find me in the circus.
Tell what I am.

Later, when the children are better lip readers, they may be given riddles of this sort without even the slight clue of a number of words written on the board.

4. *Colloquial questions.* Children enjoy answering the questions of everyday life, especially if there is a bit of emulation introduced into the exercise. For example:

What is your name?
How old are you?
Where do you go to school?
What is the name of your teacher?
What is the name of the principal?

The following are some of the topics you may find interesting as themes for questions: *playing house, going to the grocery store, a street-car ride, a rainy day, playing store, buying shoes, etc.*

Procedure. Place before the children the picture of the interior of a shoe store, and then ask questions. For example:

Do you wish laced shoes?
Do you wish buttoned shoes?
Shall I show you a narrow shoe?
Do you like a broad shoe better?
What size shoes do you wear?
Are these shoes too tight?
Do you wish a cheaper pair of shoes?
Will you leave your old shoes to be mended?
Would you like to buy a pair of rubbers?

As a review at the end or at the beginning of the period, ask *easy* questions from any of the preceding topics. Do not, however, expect the children to do as well in the unrelated review sentences that are given to them without any clue as they do in sentences connected in thought, where ample clues are given. We have daily illustrations of the difficulty of reading lips when sentences are unrelated, even among excellent adult lip readers. Note the following:

A visitor, suddenly aware that it was raining and she had no umbrella, turned to a group of lip readers who had been reading her lips easily all the afternoon and asked: "Who has an umbrella?" No one understood the question. "Tell us what you are talking about," said one of the group. The visitor then said: "Look, see how it is raining. May I have an umbrella?" Her request was then easily read.

C. Story-Telling

Choice of stories. The teacher's choice of stories must be governed by the needs of her class. The story must be interesting; suitable to the age, grade,

and ability of the child; and valuable in content. If it is a humorous story, it must be such as will at once win an audience when the child tells it at home. If it is an anecdote of a great man, it must be one that the child will be glad to remember and retell to his classmates *not* in the lip-reading class.

The only time in the lip-reading class that it is advisable to have a story retold by a child is when a genuine language need presents itself. If the story has not been understood by all, and if you have a child who can tell the story in so interesting a manner as to make it a pleasure to reread this story from his lips, then have the story retold by that child. The interested group of lip readers is an adequate motivation for spirited retelling, and the fact that some of them failed to get the point of the story the first time it was told furnishes sufficient motive for concentrated attention the second time the story is presented. If you have wisely planned in your lip-reading lessons to help the pupil make the subject of *school* interesting for the parent, then in response to the teacher's "How are you going to tell this story at home?" you may have some pupil tell the story either in inaudible voice (see page 16) for the sake of more lip-reading practice, or audibly just for the joy of telling.

Methods of procedure. In planning how to train your pupils to follow a story or an exposition, just recall how a cat teaches her kittens the art of catching mice. First, a mouse with very little life in it is given to the kittens to play with. The mouse never gets away;

the mother sees to that. Each succeeding day a livelier specimen is presented to the beginners' class, but at no time is the mouse too difficult for the young students. Each night the kittens dream happily of their conquests, and each morning sees them the better prepared for new victories.

So, then, in narrative or in exposition you must at first present a large number of clues to the pupil. Little by little, as the pupil gains power, decrease the number of clues. At all times, however, give adequate clues. The clues may be:

1. *The whole story.* The teacher may tell a story with which the pupils are familiar. A cumulative story, like "This Is the House That Jack Built," or a simple story with many repetitions, like "The Three Bears," serves the purpose well.

2. *Introductory sentences.* The teacher may give a number of sentences that will familiarize the pupil with the vocabulary and the thought of the story. Care is taken not to tell in these introductory sentences the point of the story. Examples of this form of clue are found in the *Müller-Walle Method of Lip-Reading* by Martha E. Bruhn.

3. *An outline.* The teacher may furnish clues by putting an outline on the board. She may make these clues more definite by pointing out the proper headings as she progresses with her story. For example:

Tom's Party

His guests
    Who they were
    How they came
His difficulties
    The missing ice cream cones
    The punctured tire
What the air man did for Tom

4. *The title and difficult proper names.* These may be written on the blackboard at the beginning of the exercise. The teacher may point to the proper names if necessary.

5. *Questions on the subject matter.* The teacher may furnish clues by putting a few questions on the blackboard before telling the story. These questions, in addition to furnishing clues for the pupils, will serve to focalize the attention of the children on the salient points of the story and so insure an aggressive attitude toward the work. For example:

Penrod and the Cake

What unpleasant habit did Penrod's guest have?
Why did not Penrod eat the cake which had been given to him?
Why did Penrod's father give him some money?

6. *Statement of the theme.* Sometimes the mere statement of the theme of the story will serve the double purpose of furnishing an adequate clue and of aiding the children to organize their stories around various thought units. For example:

A good turn repaid or *gratitude finding expression in deeds* would serve as a clue to:

The Lion and the Mouse
The Grateful Indian
Androcles and the Lion
The Elephant and the Rats

The teacher, with the exception of using inaudible voice, may tell the story just as she would tell it to a group of children with unimpaired hearing, using gesture freely and displaying pictures. She may, however, wish to consider lip-reading practice only. In that case she will probably make no gestures and use no pictures.

The wise teacher watches the expression on the faces of those to whom she is telling the story, for children often fail to indicate their inability to understand. Sometimes she may aid the pupils by repeating what has seemed difficult, sometimes by restating in more easily understood language, sometimes by a question that will serve to help the child to see his own difficulty.

After the teacher has told the story, she should then question the pupils on the salient points of the story. These questions serve to test the child's ability to lip read the story, to give further practice in lip reading, to organize the child's knowledge, and to clear up points that were not understood. There is a certain amount of fun in the rivalry incident to answering these questions, which gives an additional incentive to the child to pay closer attention to the next story.

The teacher may now retell the story, using the same words that she used the first time, or she may change the form of the story. She may tell the story more rapidly if that is indicated.

Questions may follow this second telling. Those children that failed before may be ready to answer everything now. Sometimes a third telling is advisable.

For the eighth-grade pupils, who may be treated as adults, the method of using stories suggested by *Lip-Reading Principles and Practice*, EDWARD B. NITCHIE, may be used to advantage.

Whatever method of handling a story the teacher may elect, she must bear in mind that the work must be easy enough so that the child can read at least seventy-five per cent of what is given. One learns to succeed by succeeding. The teacher may use one of many ways of handling a story. Her choice will be influenced by the age, grade, and development of the child, the kind of story, and her immediate purpose, whether pleasure, lip-reading practice, or social training.

D. LIP-READING GAMES

Domestic animals.[1] This game has fifty-six cards. The play consists in mating cards. Two cards of different animals mate when one or more similar sentences appear on both. Thus — the kitten may mate with the sheep, both being afraid of the dog; or the reindeer may mate with the goat because leather is made of their skins and both give milk. Two cards

[1] United States Playing Card Company.

of the same animal will not mate, such as two dog cards or two chicken cards. Full directions for playing accompany the game.

Here are some of the sentences on *The Dog* card. Would not your pupils enjoy lip reading these sentences?

The dog catches rats.
The dog eats meat.
It likes to sleep by the fire.
The dog draws the cart.
The dog draws the sled.
The dog barks.

Other educational games of wild animals and birds are published by the same company.

Picture reading.[1] The game consists of twenty-eight cards, divided into nine sets of three cards each, and an " all-over " card containing the entire twenty-seven pictures. This game can be used with children that cannot read print well. Full directions for playing accompany the game.

The silent teacher of vocabulary building.[2] This is not listed by the publisher as a game, but its joyousness admits it freely to the game class. The set consists of six large colored cards with delightful little " thumb-nail " sketches of lions, teddy bears, trains of cars, cake, and other interesting things. The name of each article is printed on a circular disc which is to be placed in the circular space below the picture. The discs are

[1] Parker Brothers, Salem, Mass.
[2] The Harter School Supply Co., Cleveland, Ohio.

distributed among the children. The teacher gives a command, a statement, or a question. The child holding the word that appears in the teacher's sentence, places it in the circular spaces. For example — I see a *pig* in a pen.

Playmates of other nations.[1] This is a book of clever sketches of children of different nations with accompanying verses by Edmond Vance Cook.

Directions for use: Remove the pages from the book and cut the verse from the picture. Pin the pictures around the room. Give the children a chance to look at the pictures and decide as to the nationality of the child represented. The teacher may read in inaudible voice one of the rhymes. The child that gets the thought may take the rhyme and pin it underneath the picture to which it belongs.

The National Child Welfare Association publishes some delightful pictures and verses which may be used in a similar manner.

I see red. One pupil selects some object in the room and gives the name of the color to the rest of the pupils. For example, if he sees a red rose, he says: "I see red." Thereupon the other pupils try to guess the object that the pupil has selected.

Jerico, Jerusalem, and Jemima. This is a simple game that requires close attention and affords physical relaxation. If the teacher or the leader says *Jerusalem*, the pupils must stand; if she says *Jerico*, they

[1] One of the series of *Harter's Happy Books for Girls and Boys;* Harter School Supply Co., Cleveland, Ohio.

must raise their hands, and if she says *Jemima*, they must sit still. A person who makes a mistake is out of the game and the last person to err is the one who wins.

Monsieur le Duc is dead. A game which has little lip-reading practice but permits relaxation is the old Dutch game, called " Monsieur le Duc is dead." The teacher tells the sad tidings and asks, "What did he die of?" Each pupil as he gives the answer must demonstrate the malady. Typical answers are: " because he couldn't keep still"; "from winking an eye"; " from a stiff neck"; "from a twitching nose"; " from shaking hands"; " from wiggling his ears"; " from sticking out his tongue"; "a crooked mouth"; " pretending a cough."

In the *Volta Review* of November, 1923, other lip-reading games can be found.

E. Homophenous Words

As there are a number of different sounds that are revealed by the same movement, we have many words that differ widely in meaning, spelling, and sound, but look exactly alike as they are seen on the lips. The only way they can be distinguished one from the other is by the context.

The hearing person has the same problem, in part, with homonyms that the lip-reading person meets with in distinguishing between homophenes. *Hear* and *here* sound just alike but they are easily distinguished by context. *Amuse* and *abuse* look just alike when

seen on the lips, but common sense will tell any one that the careful mother is not asking the big brother to *abuse* the baby while she goes to market.

It is necessary for the lip reader to know the homophenous words well, for if he knows them well, the process of discarding the wrong homophene and shifting to the correct one is accomplished with little effort and little loss of time. The group of homophenes called up by the revealing movements stand ready like a well-organized reception committee to stretch forth friendly hands to the idea seeking admittance.

The best way for the child to learn these homophenes is for him to work them out for himself, for whenever the initiative of the child can be utilized and he can be aided to have an aggressive attitude toward his work, much has been done to insure his future success as well as his present efficiency.

The following table gives the sound symbols that have the same revealing movements:

Lips shut: *p, b, m.*
Tongue to gum: *t, d, n.*
Throat: *k, ck, c* (hard), *g, ng.*
Lip to teeth: *f, v.*
Drawn-back corners and teeth close together: *s, c* (soft), *z.*
Lips puckered, variable: *w, wh.*
Lips projected: *sh, ch, zh, j* (soft *g*).

Apperceptive basis. The pupils know that *p, b,* and *m* are all produced by the lips-shut movement. They have had contextual experience with a number of words that look alike.

Immediate aim. To have the children able to write all the homophenes of a given word that involve only the letters *b*, *p*, and *m*.

Remote aims. 1. To have the children sure of their ability to find out by themselves all the homophenes of a given word.

2. To habituate the children in substituting quickly the proper homophone, when they discover that they have made an error.

3. To give the children an added interest in their work by introducing an exercise that has some of the fascinations of a cross-word puzzle.

Procedure. The teacher asks what three sounds are revealed, for example, by the lips-shut movement. The children then give the sounds and write the letters *p*, *b*, and *m* on the board. The teacher next asks the children to give her two or more words that have the same movements as *beak*. The children at once write *meek* and *peak* or *peek*. The teacher then continues the lesson by writing on the board words containing *b*, *p*, *m*, and having the children write in parallel columns the homophenes of the given word.

The following might form the first lesson :

TEACHER'S LIST	PUPIL'S LIST
abuse	amuse
bloom	plume
smell	spell
beach	peach, beech
clam	clamp, clap
bump	mum, pump, pup
meal	peal, peel

Preventing exceptions. If a child writes a homophenous combination that is not a word or one that is an obsolete word, show him wherein he is correct, but let him understand your reason for not accepting his answer.

Practice. The teacher should have the board cleared and then dictate a number of sentences using the words of a group. The pupils should repeat each sentence and then write the homophenous word on the board or in their notebooks. For example:

Be careful, do not *bump* the baby's head.
The old dog loves to play with the *pup.*
Did you ever try to *pump* water?
How did you get that *bump* on your head?
The fireman used a steam *pump* to get water from the river.
Don't tell any one; keep *mum* on this subject.
Do you like to feed your *pup?*

Five minutes a day can be well spent by the pupils in writing the homophenes of a short list of new words, and frequent practice should be given in writing rapidly the homophenes of a long list of familiar words. The teacher, watch in hand, should call the time, and each pupil should be encouraged to keep a record of his speed and accuracy in this work. If each pupil would make an individual graph of his increase in rapidity in writing homophenes, it would be of help in speeding up the work.

F. Teaching the Basic Movements

Each lesson is based on the study of a revealing movement. A number of sounds may be revealed by the

same movement. *P*, *b*, and *m* are all revealed by a lip-shut movement. *Sh*, *zh*, *ch*, *j*, and *g* (soft) are all revealed by the lips being thrust forward or projected.

Procedure. 1. Pronounce a word or words containing the movement to be studied. Write the word or words on the board. Underline or brighten with colored chalk the part of the word involved — *b*ang, *p*ie, *m*an, hi*m*, li*p*. Have the pupils pronounce the words (appeal to the kinæsthetic sense); then have them watch you while you pronounce the word. Then let them try to describe the movement they see as the first movement in *bang*, *pie*, and *man*, and as the final movement in *him* and *lip*. After they have arrived at a descriptive term, adopt it, if it is good; if not suitable, use the one given in the book. A uniform nomenclature is helpful, but a joyful spirit of investigation and of discovery is of more value.

When the sound involved is one that is produced in nature or is one of the familiar sounds of everyday life, attention should be called to the likeness, for many of our hard-of-hearing children miss even the sounds that are well within the range of their hearing because they have not been on the watch for those sounds.

When the child learns the movement for *s*, he should be taught to associate the sound with the familiar hiss of the steam radiator or the unfamiliar hiss of the snake he saw in the country. Whenever we can make lively or pleasurable associations for our students, we add much to the joy of the learner and, as a corollary, to the efficiency of our teaching.

2. Step two involves the principle of contrast.

(*a*) The children are taught to note where in the word the movement is to be found. The teacher may write the words to be contrasted on the blackboard and then, in a voice too low for the children to hear, pronounce the words in different order. The children should repeat the words or they should tell the teacher whether the movement is at the beginning or the end of the word. For example:

may — aim
aim — may
aim — aim, etc.

(*b*) The children are taught to distinguish the movement being studied from other movements previously studied. For example: *fee — the — bee.* The children should be able not only to read these words on the lips in any order the teacher may choose to give them, but they should be able to recognize that *b* is a lip-closed movement, *f* a lip-to-teeth movement, and *th* a tongue-between-the-teeth movement. Another form of exercise can be used to advantage if the lesson is on a movement revealing a vowel sound. The teacher may read one after the other a list of words containing the sound to be studied, introducing from time to time a word containing another vowel movement. The children may indicate by raising their hands that they see the different vowel movement. For example:

spin	*shape*	rip
pig	tip	fill
miss	*tape*	*rope*, etc.

3. This step involves giving the vocabulary, using the words in sentences, and testing the child's ability to read sentences with a clue and without a clue.

Procedure. 1. *With a clue* — The teacher pronounces a word in inaudible voice and the children tell her what the word is. The teacher writes the word on the board, and then uses the word in a sentence. If the sentence is in the form of a question, a child may answer the question instead of repeating the sentence; if the sentence is a command, a child may execute the command; if the sentence is a statement, the teacher may frame a question on her statement and have a child answer the question. For example, when the teacher gives the sentence, *My little brother likes to go to the park every morning*, she may then ask, *Where does my little brother like to go every morning?* or *Who, did I say, likes to go to the park every morning?*

2. *Without a clue* — The words should be erased from the blackboard, and the same sentences should be given by the teacher. Rapidity on the part of both pupil and teacher should characterize the review.

Additional drill or review. 1. The movement lesson may be reviewed or varied by giving additional sentences containing words with the movement. A child should be called upon to write the word containing the movement on the board as soon as he lip reads the sentence.

2. Children may be called upon to give their own words containing the movement and also original sentences.

3. A new vocabulary of movement words may be pronounced in inaudible voice, lip read by the children, and written on the board. A word may then be assigned to each child to use in a sentence to be lip read by the class. The word may then be erased by the child who first lip reads the sentence.

No teacher should try to carry out the entire program at each lesson, but should remember that varied drill and frequent reviews are necessary. In planning a lesson the teacher must remember that a well-balanced lesson is one that provides for a definite amount of mind-training drill, eye-training drill, and also a general practice which combines both mind and eye training. Deviation from this principle is advisable only when the teacher is convinced that her students need strengthening in a particular type of training. The lessons on the movements are especially full of subject matter of the different types; so the teacher has at her command a wide selection of tested material. No teacher should ever attempt to utilize all the subject matter of any one movement lesson in one lesson period.

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LIP READING. PART II

LESSON 1

F, V — Lip-to-Teeth Movement

For *f* as in *fun*, and *v* as in *vase*, the center of the lower lip touches the upper teeth.

EXERCISE WORDS	EXERCISE SYLLABLES
fee, fed, fat	fō — fē — fā [1]
fin, fun, far	fā — fō — fē
food, foot, fall	fē — fä — fō
fee, fi, fo, fum	fā — fē — fä
	fē — fō — fo͞o
if, off	fē — fā — fä
eve, have	fo͞o — fä — fā
life, love	fo͞o — fō — fo͞o, etc.

Fed

Have you *fed* the cat?
When are the goldfish *fed?*
The farmer *fed* the chickens at five o'clock this morning.
Who *fed* the baby this morning?

[1] The diacritical marks are those used in the Webster and Standard (2) dictionaries:

ärt gō bo͞ot āpe mē

Face Face *front!* About *face!*
Your *face* looks very clean.
Did you wash your *face* with soap?
Did you show your little brother how to wash his *face?*
Turn your *face* to the side. *Face* me.
How many hands are on the *face* of the clock?
Your *face* looks pretty when you smile.

Fill Will you please *fill* the inkwell?
Did you *fill* the cup with water?
Please *fill* the fountain pen for me.

Fun Did you have any *fun* playing in the yard?
We had *fun* playing "Blind Man's Buff."
Don't make *fun* of me.
Did you make *fun* of the little boy when he cried?

Farm Did you go to the *farm* in the summer time?
Did they let you feed the pigs (sheep, lambs, chickens, etc.) on the *farm?*

Live Where do you *live?*
Would you like to *live* on a farm?

Give What did you *give* your mother for Xmas?
"*Give* us this day our daily bread."
Will you please *give* me my eraser?

Love Do you *love* your baby brother?
How much do you *love* me?
What do you do to show your mother that you *love* her?

Scarf Do you wear a *scarf* in winter?
Has your mother a fur *scarf?*
Where is the *scarf* for your dresser?

Roof Did you ever play on the *roof?*
Has your school a *roof* garden?
The flag was flying from the *roof.*

Cough "Cover up each *cough* and sneeze; if you don't you'll spread disease."
Have you seen the doctor about your *cough?*

Five I have *five* cents in my pocket.
Did you ever see the picture of a buffalo on a *five* cent piece?

ADDITIONAL SENTENCES

Did you see the farmer feed the chickens?

Did you get up at five o'clock to help the farmer feed the chickens?

It is great fun to feed the lambs.

Did you have fun with the boy at the farm?

I should love to live on a farm.

LESSON 2

Th — Tongue-to-Teeth Movement

For *th,* as in *thank* and *these,* the point of the tongue shows either between the teeth or just behind the upper teeth.

EXERCISE WORDS	EXERCISE SYLLABLES
thee, then, than	thä — thā — thō
thin, that, though	thā — thä — thō
thick, thought, through	thō — thā — thä
thumb, thee, then	thōō — thō — thē
	thā — thō — thä
tooth, toot	thē — thōō — thā,
path, pad	etc.
broth, broad	

Contrast the tongue-to-teeth movement with the lip-to-teeth movement.

fee, thee	fun, thud
fed, then	food, threw
fat, that	fought, thought
fit, thin	

These Would you like to have one of *these* pencils?
Are *these* your rubbers?

Them Did you meet *them* at the movies?
Will you be sure to bring *them* to-morrow?
Did you go with *them* to the party?

Thank	*Thank* you very much. Will you *thank* your mother for me?
Thick	Do you like *thick* cream? Is your blanket *thick* enough for cold weather?
Thumb	"Simon says: *Thumbs* up." "Simon says: *Thumbs* down." "Simon says: *Thumbs* wiggle waggle." "He put in his *thumb* and pulled out a plum" (etc.).
Those	Are *those* your gloves? Did you bring *those* for me?
Thoughts	A penny for your *thoughts.* You are a *thoughtful* child.
Wreath	Will you wear a *wreath* of daisies in the May dance? Did you lay a *wreath* of roses on the soldier's grave?
Breath	Can you hold your *breath* a long time? How long can you hold your *breath?* Are you out of *breath* from walking so fast?
Path	Did you help make a *path* through the snow? Is there a *path* at the side of your house?

Myth Do you know the *myth* of the sunflower?
Do you know the *myth* of *Echo?*
Can you tell me the name of another Greek *myth?*

Tooth Does your *tooth* ache?
Has your baby a new *tooth?*

Broth Chicken *broth* is good for you.
Did you have *broth* and crackers for lunch?

Bathe Will you *bathe* in the ocean with me?
Will you help me *bathe* my dog?

Truth George Washington always told the *truth.*
It always pays to tell the *truth.*

Birthday Did you have a *birthday* party?
What did your father give you for your *birthday?*

Throw Will you *throw* the ball to me?
Did you *throw* a kiss to Baby?

ADDITIONAL SENTENCES

I thank you for the wreath which you have brought me.

The baby bit her father's thumb with her new tooth.

The boy from the farm ran up the path so fast that he was all out of breath.

He brought my mother some thick cream for her birthday. My mother was very thankful for the cream.

"Be the matter what it may,
Always speak the truth;
If at work, or if at play,
Always speak the truth."

LESSON 3

P, B, M — Lips-Shut Movement

For *p* as in *paint*, *b* as in *ball*, *m* as in *milk*, the lips open from a shut position.

EXERCISE WORDS	EXERCISE SYLLABLES
fee, the, bee	mē — mā — mō
foe, though, bow	mā — mē — mō
fie, thy, buy	mō — mā — mē
fay, they, bay	mo͝o — mä — mē
fat, that, bat	mä — mo͝o — mē
	mē — mä — mō
	mō — mā — mä
	mē — mā — mo͝o, etc.

Ball

How high can you throw the *ball?*
Throw the *ball* as high as you can.
Here's a *ball* for baby.
Catch the *ball* if you can.
How many times can you bounce the *ball?*

Bath

Do you like a hot *bath?*
Do you like a cold *bath?*
Do you take a cold *bath* every morning?
"A *bath* a day,
Keeps sickness away."

Blackberry

Did you ever eat *blackberry* pie?
The *blackberry* grows on a vine.
Did you ever see a *blackberry* growing on a vine?

Boat

Come let us have a *boat* ride.
Will you let me sail in your new *boat?*
Will you teach me how to row (sail, steer, etc.) your *boat?*
What is the fare on the ferry*boat?*

Man

Will the *man* help us row the boat?
"Blessings on thee, little *man.*"
Will you thank the *man* for me?
The *man* at the farm is fond of blackberry pie.

Milk

Would you like a drink of *milk?*
Give the baby a drink of *milk.*
Did you see the farmer *milk* the cow?
All our *milk* comes from the farm.

Mother

Will *Mother* go for a ride in our motor boat?
Did *Mother* give the baby a bath?
Mother made a blackberry pie for my birthday.
Thank you, *Mother.*

Bear

The Mother *Bear,* the Father *Bear,* and the Baby *Bear,* all went for a walk.
The Father *Bear* said, "Somebody has been sitting in my chair."
The Mother *Bear* said, "Somebody has been sitting in my chair."
The Baby *Bear* said, "Somebody has been sitting in my chair and has broken it."
Did you ever see a baby *bear?*
Would you like a baby *bear* for a pet?

Mouse

"Hickory, Dickory, Dock,
The *mouse* ran up the clock."
One day I found a little baby *mouse.*
The mother *mouse* ran away.
I did not take the baby *mouse.*
I let the mother *mouse* keep it.

Mouth

Close your *mouth* and breathe through your nose.

"Open your *mouth* and shut your eyes,
For I have something to make you wise."

Where is the *mouth* of the river?

Point to your *mouth.*

How many teeth have you in your *mouth?*

Music

Do you like to hear *music* over the radio?

Do you listen to the *music* at the movies?

Do you listen to the *music* of the victrola?

You should listen to *music* every day.

Parade

Come, let us see the *parade.*

Did you see the Boy Scouts (police, soldiers, etc.) *parade?*

Would you like to march in a *parade?*

The men in the *parade* march very well.

It is great fun to see a circus *parade.*

Paint

"Fresh *Paint.*"

Would you like to *paint* an automobile?

Paint Will you *paint* the automobile (kiddy-car, chair, desk, etc.) red?
Can you smell fresh *paint?*

ADDITIONAL SENTENCES

O Mother, may I go to see the circus parade?
I can hear the music.
The parade is coming.
There is a baby bear with a man.
May I have some milk for the baby bear?
Do you think the baby bear would like some blackberry pie?

LESSON 4

Sh, Ch, J — Lips-Projected Movement

For *sh* as in *shed, ch* as in *march,* and *j* as in *jump,* the lips are thrust forward or projected.

EXERCISE WORDS	EXERCISE SYLLABLES
the, bee, she, fee	shē — shō — shä
though, bow, show, foe	shō — shē — shä
thy, by, shy, fie	shē — shä — shō
they, bay, jay, fay	shōō — shā — shē
that, bat, shad, fat	shā — shē — shōō
	shä — shō — shōō
	shō — shōō — shä, etc.

Cheese The mouse ate the *cheese.*
Do you like cream (Swiss, American, etc.) *cheese* on bread?

Shells Will you go down to the beach and pick up *shells* with me?
Did you fill the pail with pretty *shells?*
Do you *shell* green peas for your mother?

Jam Will you have strawberry *jam* on your bread?
I like raspberry *jam.*

Ship Did you see the *ships* come in?
"Thou, too, sail on, O *Ship* of State!"

Jump Let us *jump* rope.
Baby *jumped* for joy.
Have you a *Jumping* Jack?
The dog *jumped* on me.
Mr. *Jumping* Jack, how do you do?

Sharp Is your knife *sharp?*
Will you *sharpen* the pencil?
You have a *sharp* eye.

Shoe What size *shoe* do you wear?
Does your *shoe* hurt your foot?
Did you see the blacksmith *shoe* the horse?

Should You *should* chew your food carefully.
How often *should* you brush your teeth?

Chalk May I have the *chalk* and the eraser?
Have I *chalk* on my dress?
Do you like to write with *chalk?*

Shout What is the man *shouting?*
Please do not *shout* in the yard. (playground, etc.)

Show Will you please *show* me your pretty hat?
Did you *show* him the way?
Show me what you have in your pockets.

Shade Will you please pull down the *shade?*
Do you walk in the *shade* on a hot day?
What *shade* of blue do you like the best?

Reach How high above your head can you *reach?*
Can you *reach* the shelf? (book on the shelf, etc.)

Pledge I *pledge* allegiance to my flag.
Did you *pledge* your membership in the Junior Red Cross?

Match Don't you think it foolish to play with *matches?*
You mustn't strike the *match* on the wall.
Does your mother keep the *matches* in a box?

Witch Shall I read you a story of the *Witch* and the Fairy?
Did the *witch* ride on the broomstick?

Crush Do not *crush* the hat.
Have you seen them *crush* the grapes for grapejuice?

March Stand up straight when you *march.*
Did you see the soldiers *march* on Fifth Avenue?
March, march, two by two!

Push *Push* the button.
Does your mother ever let you *push* the baby carriage?

Porch Has your house a *porch?*
Do you sit on the *porch* in summer?
Do the boys (girls) come to play on your *porch?*

Couch Will you lie down on the *couch* for a nap?
Mother will lie down on the *couch* and rest a while.

Cage Do you ever take the parrot out of the *cage?*
Do they let you throw peanuts into the monkey's *cage?*
Come out of your *cage,* Mr. Monkey, and play with me.

ADDITIONAL SENTENCES

"March, March, two by two,
My little sister lost her shoe."
Please show me where the jam is.
Jump in, and take a ride with us.
"O Grandmother, what sharp eyes you have!"
Do they ever have a spelling (arithmetic, geography, etc.) match at your school?

LESSON 5

S, *Z*, AND *C* (SOFT)

When the radiator leaks, it goes *s-s-s-s*, *s-s*. For *s* as in *save*, *z* as in *zoo*, and *c* as in *lace*, the teeth are close together. There is also a little movement just outside the corners of the mouth. The lips draw back at the sides.

EXERCISE WORDS	EXERCISE SYLLABLES
boot, shoot, soot	sä — sē — sā
paw, shaw, saw	sā — sä — sē
bin, shin, sin	sō — sä — sō͞o
bun, shun, sun	sō͞o — sē — sā
beet, sheet, seat	sō — sā — sē, etc.
bed, shed, said	
bat, shad, sad	

EXERCISE WORDS	EXERCISE SYLLABLES
food, soot	shē — sā
fit, sit	shē — mā
fun, sun	shē — thā
feet, seat	shē — fā
fed, said	sē — fē
fad, sad	sē — thē
thaw, saw	sē — mē
thin, sin	sē — sō
thee, see	See me sew.
then, sent	
that, sat	

Sea Shall we gather *sea* shells at the beach?
Bring a pail with you to gather the *sea* shells and carry them home.
Will Mother take you to the beach so that you can watch the *sea?*

See Look out of the window and tell me what you *see.*
Can you *see* me? I *see* you.
"Oh, say can you *see* by the dawn's early light?"

**Said* Have you *said* your prayers?
You *said* that yesterday.
Who *said* that you could come?

*These are homophenous words. See page 40. Throughout the text homophenous words are starred.

**Set* Do you *set* the table for breakfast?
Get on your mark, get *set*, go!
Have you a *set* of dishes for your doll?

**Sent* I *sent* you a letter.
It was *sent* yesterday.
It was *sent* through the mail.

**Cent* If you save a *cent* a day, how much will you have a year from now?
I lost a *cent* in the slot.

Sand Bring your pail and shovel to play in the *sand.*
The *sand* was wet after the rain.
What time does the *sandman* come to your house?

Sill Put the flower pot on the window *sill.*
What is your window *sill* made of?

Sum What is the *sum* of four and six?
Find the *sum* of 5 and 9.
Who can tell me the *sum* of one half of an orange and one quarter of an orange?
How quickly can you write the *sum* of 9 and 2?
Write the word *sum* next to your answer.

Sour Do you want a *sour* apple or a sweet one?
Is the lemon very *sour?*
Shall we go to the grocer's for a *sour* pickle?
Does your mother make cheese from *sour* milk?

**Safe* The man put his money in the *safe.*
Did your mother find you *safe* at home?
Call "*Safe*" when you reach the plate.

**Save* Do you *save* all your pennies?
Let's *save* all the marbles we get.
I saw the dog *save* the baby from drowning.

Side Do you sleep on your right *side?*
Let's choose *sides.* Whose *side* are you on?
Everyone on the right *side* of the room, stand.
We see only one *side* of the moon.

Miss Hurry, or you will *miss* that car.
Is your teacher's name *Miss* ——?
Do you *miss* your baby sister when your mother takes her away?
I'll *miss* you when you leave this class.

Base Run to *base* or you'll be "It"!
How high is the *base* of the Statue of Liberty?
First on *base* wins the race.
Have you a *base* plug for your electric light?

Paws Did you feel the five cushions on the pussy's *paws?*
The cat has claws in her *paws.*
Can your dog give you his *paw?*
Did the dog hold up both *paws?*

Bows Where shall we tie the *bows?*
Shall we tie the *bows* on your dress?
Make the *bows* large or small.

Lose Where did you *lose* your pencil?
Did you gain or *lose* weight last summer?
Don't *lose* little Sister.

Lace Is there any *lace* on the doll's dress?
How old were you when you first learned to *lace* your own shoes?
There is *lace* on the edge of my collar.

Zoo My mother took me to the *Zoo* on my birthday.
We saw four elephants at the *Zoo.*
I should like to take you to the *Zoo* and show you the camel.
There is a big cage full of monkeys at the *Zoo.*

ADDITIONAL SENTENCES

See the cent on the ground!
Brush the sand off the window sill.

Save the cheese for the mouse's trap.
Face the side of the room.
Mother will send for some sour milk.
A miss is as good as a mile.
Can you be as quiet as a mouse?
The elephants at the Zoo are afraid of the mouse.

LESSON 6

T, D, N — Flat-Tongue-to-Gum Movement

For *t* as in *taffy*, *d* as in *dish*, and *n* as in *nickel*, the flat edge of the tongue touches the upper gum and the sides touch the upper side teeth.

EXERCISE WORDS	EXERCISE SYLLABLES
shoot, soot, toot	dä — dā — dē
shook, took	dā — dä — dē
shaw, saw, gnaw	dē — dōō — dō
shin, sin, tin	dō — dē — dä, etc.
shun, sun, ton	
shard, sard, tarred	shē — d
sheet, seat, neat	shē — dā
shed, said, dead	shē — dä
shad, sad, dad	shē — dō
	fō — dē
food, toot	thē — dē
fawn, dawn	thō — dā
fit, knit	thō — pā

EXERCISE WORDS	EXERCISE SYLLABLES
fun, none	thā — pā
far, tar	thō — thā — pā
feet, neat	sō — thā — pā, etc.
fed, ned	
fat, dad	

Team Did the farmer drive a *team* of horses?
Whose *team* won the basketball game?

Nest How many eggs were in the *nest?*
The *nest* had a mother bird and two small birds in it.

Taffy Do you like molasses *taffy?*
We'll make the *taffy* in the kitchen.
When the molasses cools, we'll pull the *taffy.*

Nickel Why do you call a five-cent piece a *nickel?*
It costs a *nickel* to call a number on the telephone.
How many *nickels* are in your pocket?

Touch See whether you can *touch* the floor with your hands without bending your knees.
Did you see the sign, "Do not *touch*"?

Tar The men were putting *tar* on the roof.
How shall we get the *tar* off the bottom of your dress?
The street is *tarred* before it is paved.
Do you know the story of the *Tar* Baby?

Tooth Do you dry your *tooth*brush after you have used it?
I bought a tube of *tooth* paste at the drug store.
What *tooth* paste do you use?

Dawn Did you ever waken at *dawn* and see the sun rise?
The dew is on the grass at *dawn.*

Door Please close the closet *door.*
The *door* is open. Where is the key for the front *door?*

Sheet Write your name on a *sheet* of paper.
Will you put a clean *sheet* on the bed?

**Pit* Will you help me *pit* the cherries?
Did you ever plant a peach *pit* that grew to a tree?

**Pin* "See a *pin* and pick it up,
All the day you'll have good luck."
What a pretty gold *pin* that is!
Did your mother give you that *pin* on your birthday?

Spoon We'll mix the batter with a wooden *spoon.*
"The dish ran away with the *spoon.*"
Take your *spoon* out of your cup when you drink.

Boat Shall we take a ride in a sail*boat?*
The *boat* was at the wharf.
Do you like to ride in a row*boat?*
The children were sailing a *boat* on the lake.

**Plant* Where did you *plant* the pansies?
We'll *plant* the pansies at the side of the house.
Do you water your *plants* every evening?

**Plan* My mother drew a *plan* for the new house.
Can you draw a *plan* for a playhouse for your doll?
Can you draw a *plan* for a kennel for your dog?
What do you *plan* to do during your vacation?

WRITTEN EXERCISE

What word looks just like *pit* as seen on the lips?
Why do they look alike?
What word looks just like *plant?* Why?
What word other than *pin* looks like *pit?*
Can you make a list of six words that look like *pin?*

ADDITIONAL SENTENCES

The boy at the farm found a bird's nest with four eggs in it.

I promised him some taffy and a nickel if he would not touch the eggs.

The boy at the farm lets me drive the team of horses.

I helped the men put tar on the roof.

My mother let me help her pick the cherries.

My little brother eats his cherry pie with a spoon.

I eat my cherry pie with a fork.

LESSON 7

W, Wh — Puckered-Variable Movement

For *w* as in *wave,* and *wh* as in *whale,* the lips have the same forward movement as is necessary to produce the *o* in *do,* and at the same time the lips are puckered. The degree of puckering depends on the rapidity of speech.

EXERCISE WORDS	EXERCISE SYLLABLES
shoot, loot, wooed	wä — wō — wā
shook, took, would	wō — wä — wā
shaw, gnaw, wall	wä — wā — wō
shin, tin, wit	wā — wē — wo͞o
shun, ton, won	wē — wā — wō
shard, tarred, what	wo͞o — wō — wē, etc.
sheet, neat, wheel	

EXERCISE WORDS	EXERCISE SYLLABLES
shed, dead, wit	tōō — wōō
shad, dad, wag	tōō — wē
	tōō — wā
	tōō — wä
	tōō — wā — thē
	tōō — wā — thē — chē
	To weigh the cheese.

Wheel Did you break your *wheel?*
Turn the *wheel* round and round.
How many *wheels* has an automobile?

Whip Did you ever *whip* cream for a strawberry shortcake?
Do you like to eat *whipped* cream?
Let's all play "Crack the *Whip*"!
Where does the farmer keep his *whip?*
Do you like *whipped* cream on your pie?

Wharf Shall we go down to the *wharf* to see the boats?
The ships were anchored at the *wharf.*

Whale We saw a small *whale* at the Aquarium.
The *whale* was twenty feet long from his head to the tip of his tail.
Did you ever see a *whale*bone?

White Do you like your *white* dress best?
Let's paint the woodwork *white.*
The *white* flag is the flag of truce.

Well "Ding, Dong, Dell, pussy's in the *well.*"
Did you ever drink water from a *well?*
"How many '*wells*' make a river?"
Would you like to try to dig a *well?*

Wag Did you ever see a dog *wag* his tail?
My dog *wags* his tail when he is happy.
Does a cat *wag* her tail?

One "*One,* two, three, four,
Johnny's at the cottage door."
Just wait *one* minute.
You can have only *one* piece of candy.

Wash Did you *wash* your face and hands?
Wash your hands before every meal.
Will you *wash* the baby's face?

Wood Have you a box of *wooden* soldiers?
The box is made of *wood.*
Will you help to saw the *wood?*

Wolf Shall I tell you the story of the Fox and the *Wolf?*
Did you ever see the fur of a *wolf?*
Let's play *Wolf!*

Wall Hang the picture on the *wall.*
Don't put the chair too near the *wall.*
Shall we paint the *walls* green or blue?

Wave *Wave* your flag!
Did you see the man *wave* his hat?
Why are you *waving* your hand at me?
Did the *wave* throw you over?

Wipe *Wipe* your pen on the penwiper.
Did you *wipe* the dishes for your mother?

West "The wind blows east, the wind blows *west*,
The wind blows over the cuckoo's nest."
Turn to the *west* and see the beautiful sunset.

ADDITIONAL SENTENCES

There is a large whale at the wharf.

Let us go to the wharf to see the whale.

My mother saw a large whale in the ocean.

Ask your mother whether you may wear your white dress.

You look so well in your white dress!

Shall we wash your little brother's hands and face and take him with us to see the whale?

Come, Brother, wipe your hands and face on the white towel.

See the dog wag his tail.

I think our dog wants to go with us to see the whale.

Come, Brother, wave your hand to Mother.

Come, Dog, wag your tail.

We are off to the wharf to see the whale.

LESSON 8

R (*before* A VOWEL) — LIPS FORWARD AND WITH PUCKERED CORNERS

For *r* as in *rat* and *red,* the lips show a forward movement and a puckering at the corners.

EXERCISE WORDS	EXERCISE SYLLABLES
reap, weep	rä — rō — rōō
rest, west	rä — rō — rā
rip, whip	rä — rō — rē
run, won	rä — rō — rou
rack, whack	rā — rō — rī
sheep, reap	rä — rō — roi
shed, red	rä — rō — rā
ship, rip	
shun, run	wē — mā — rä
shack, rack	wē — mā — rē
	wē — mā — rō
	We may row a boat.
	shē — mā — rē
	shē — mā — raw
	shē — mā — rī
	She may ride with me.

Read Will you *read* the story to me?
Do you like to *read* books?
What kind of story do you like to *read?*

Red Have you a *red* hat?
The house is painted *red.*
The house and the barn are painted *red.*
We will use the *red* paint on the barn.
Have you seen the Robin *Red* Breast this spring?

Ran Who *ran* in the race?
We *ran* as far as the corner.
We *ran* a mile before we were tired.

Rat Are you afraid of a *rat?*
The cat killed the *rat.*

Rip Will you *rip* the dress apart?
How did you *rip* your coat?

Rough The ocean is very *rough* this morning.
Do your hands get *rough* when you go without gloves?
The boys were playing a very *rough* game.

Room The *room* has four walls.
Is the ceiling of the *room* very high?
Is the *room* a large *room* or a small one?

Rope Do you like to jump *rope?*
Can you tie a sailor's knot in the *rope?*
The *rope* is strong and heavy.

Rain Did you go out in the *rain?*
Do not forget to wear rubbers when you go out in the *rain.*
"*Rain, rain,* go away."

Round Would you like to take a trip *round* the world?
Is the earth *round* or flat?

Rub Will you *rub* your name off the board?
You will find an eraser to *rub* it out.
You must *rub* the brass hard to get a high polish.

WRITTEN EXERCISE

Write all the words that look like: red, rope, round, rip, rough.

ADDITIONAL SENTENCES

My mother went on a trip round the world. The ocean was rough sometimes. A sailor showed my brother how to tie knots in a rope. My brother ran a race with another boy on the ship. They used to jump rope every day. They used to try to climb the rope ladder but they could never reach the top. One time the other boy pushed my brother and made him fall down. Did he rip his coat? Yes, and my mother said, "Don't play so roughly." There was a big rat down in the steerage. It was a pet rat. One of the sailors fed the rat every day.

LESSON 9

L — Pointed Tongue-to-Gum Movement

For *l*, as in *laugh*, the point of the tongue touches the upper gum.

EXERCISE WORDS	EXERCISE SYLLABLES
woo, rue, loot	lä — lō — lo͞o
wood, rook, look	lo͞o — lō — lä
warn, raw, lawn	lō — lā — lī
win, rid, lid	lē — lā — lī
won, run, luck	lē — lī — lou
wad, rah, lard	lī — lō — lē
weed, reed, lead	lē — lī — loi
wed, red, led	
whack, rack, lack	
toot, loot	the — lē
took, look	the — lō
taw, law	the — loi
tin, lin	the loin of pork.
tuck, luck	
tarred, lard	she — ma — blō
Ted, led	she — ma — slā
tack, lack	she — ma — flī
	She may fly away.

Laugh *Laugh* and be happy.
Do not *laugh* at his mistake.
Laugh and grow fat.

Leak The plumber mended the *leak* in the pipe.
Is there a *leak* in the roof?

Lend Will you *lend* me your arm?
Will you *lend* me five dollars?
"Neither a borrower nor a *lender* be."

Live Will you tell me where you *live?*
How many people *live* in your house?

Lived "There was an old lady who *lived* in a shoe."
George Washington *lived* many years ago.
Do you know where Washington *lived?*

Love I *love* my mother.
Do you *love* me?
I *love* my dog and my pussy.
You would *love* to see my dog wag his tail.

Lard Where do you buy *lard?*
What is the use of *lard?*
My mother uses *lard* for frying.

Loop Did you see the train go round the *loop?*
Will you sew the *loop* on my coat?

Look Will you let me *look* at your book?
I will *look* for you.
Look at the moon!

Look Let us *look* at the sunset.
Did you ever *look* at the sunrise?

Lawn Did you cut the grass on the *lawn?*
The grass on my *lawn* is very green.
Will you come to my *lawn* party?

Wheel Will you give me a ride on your *wheel?*
Let me see the *wheel* go round.
Did you ever *wheel* the baby's carriage?

Hill "Jack and Jill went up the *hill.*"
Can you climb up the *hill?*
Would you like to race up the *hill* with me?

Pull Would you like to *pull* candy?
Will you *pull* my sleigh?
Pull down the shade, please.

Pail Did you fill the *pail* with water?
Would you like to have a *pail* and shovel?
I filled my *pail* with pebbles.

Feel How do you *feel* this morning?
Do you *feel* like going with me to a lawn party?
You may *feel* my pussy's soft fur.
Does pussy's fur *feel* as soft as baby's cheek?

Lead You may *lead* the horse to the lake.
The Boy Scout will *lead* the blind man across the street.
Give the baby your hand and *lead* her to Mother.

Led The boy at the farm *led* the horse to the lake.
The Boy Scout *led* the little child across the street.
My brother *led* the procession.

Leave Where did you *leave* your book?
Did you *leave* your book at the library?
At what time did you *leave* home this morning?

Lily Take this *lily* to your mother.
The baby was as fair as a *lily.*
I have a *lily* in my window box.

Little My *little* baby sister is as fair as a lily.
The *little* baby bear can climb a tree.
We saw a *little* baby whale at the Aquarium.
The *little* whale was twenty feet long.

Roll Do you like to *roll* on the grass?
My little dog likes to *roll* on the grass.
Lie down, little dog, and *roll* over.

Length What was the *length* of the baby whale?
What is the *length* of your bedroom?
My bedroom is fourteen feet in *length.*

Long How *long* can you stay?
Don't stay too *long.*
How *long* is the longest day?
How *long* is the shortest day?

All Tell us *all* about the football game.
Did *all* of your class go to the game?
All of the boys went to the play.

WRITTEN EXERCISE

All words that look alike when seen on the lips are called homophenes.

Write as many homophenes as you can for the words in the following list: lead, lived, led, leave, pail, feel.

ADDITIONAL SENTENCES

Come out on the lawn and we shall look at the sunset.

No, let us climb the hill for we can see the sunset from there.

Lend me your wheel for I want to ride to the lake.

Yes, I will lend you my wheel, but do not keep it too long.

What is the length of the lake?

The lake is a hundred feet long.

My brother can swim the whole length of the lake without stopping.

Don't stay too long at the lake.

Don't stay too long on the hill.

We shall have candy on the lawn.

Ask all the boys and all the girls to come to the candy pull.

O Mother, see Baby laugh! I think the baby would love to come to our candy pull.

LESSON 10

Long *E* — Extended-Narrow Movement

For the sound of *e* as in *teeth*, the opening between the upper and lower lip is narrow, and the lips are drawn back or extended.

EXERCISE WORDS	EXERCISE SYLLABLES
fee, thee, bee	fee — fee — fee — fee — fī
she, see, tea	fee — fee — fee — fee — fō
weed, lead, read	fee — fee — fee — fee — fum
fee, we, read	fee — fee — fee — fee — fī
read, seen, she	fee — fee — fee — fee — fā,
we, read, sea	etc.
sea, she, thee	
she, thee, lead	
thee, lead, tea	

Weed
Will you help me *weed* the garden?
Are there many *weeds* in the vegetable patch?
To help the flowers grow you should pull out the *weeds*.

Leave
Did you *leave* your book at home?
What time do we *leave* school?
Do not *leave* the baby alone in the room.

Read
Can you *read* the story?
Will you *read* to me?
Would you like me to *read* the story to you?

Deep
The ocean is *deep*.
The snow is six inches *deep*.
Do you like to walk through the *deep* snow?
Put the milk into a *deep* bowl.
Take a *deep* breath.

Keep
May I *keep* the book?
You may *keep* it a week.
Please *keep* still!
You must *keep* your seat until the car stops.
Don't *keep* me waiting.

Piece I have a *piece* of candy for you.
Give me a big *piece.*
May I have a *piece* of peach pie?
The boy ate a large *piece* of pie.
He took my *piece* of cake.

Beach Will you play in the sand on the *beach* with me?
I go to the *beach* for the summer.
It is sunny on the *beach.*
There are pretty shells on the *beach.*

Teeth I brush my *teeth* after every meal.
You have beautiful *teeth.*
Let me see your *teeth.*

**Meet* We *meet* in this room to-morrow.
Meet me at three o'clock.
Does your mother *meet* you after school?
Where will you *meet* me?
I'll *meet* you downstairs.

**Meat* Give the dog a piece of *meat.*
See the dog wag his tail. I think the dog wants a piece of *meat.*
The cat wants some *meat* too.
Do not give the cat too much *meat.*

**Mean* Say what you *mean.*
Mean what you say.

**Mean* I did not *mean* to say that.
I did not *mean* to hurt your feelings.

**Bean* Have you read the story of Jack and the *Bean* Stalk?
Here is my *bean* bag.
I shall throw my *bean* bag to you and you may catch it.
Plant a *bean* in your window box and watch it grow.
My little *bean* plant grows very fast.

Beef "This little pig had roast *beef*."
Would you rather have roast *beef* than roast lamb?
Please cut a piece of roast *beef* for me.

Deer The boy at the farm has a tame *deer*.
Would you like a tame *deer* as a pet?
A little baby *deer* is called a fawn.
The tame *deer* at the farm has a little fawn.
My baby brother gave the *deer* a piece of candy.
The baby laughed when he saw the *deer* eat the candy.

Seal Did you see the *seal* at the Aquarium?
There is a baby whale and a *seal* at the Aquarium.

Seal

The *seal* can swim very fast.
I love to see the *seal* dive.
Did you see the man feed the *seal?*
The *seal* loves to eat fish.

Peep

Little Bo-*Peep* lost her sheep.
Little Bo-*Peep* looked and looked for the sheep.
Little Bo-*Peep* fell fast asleep.
Did Bo-*Peep* hear them bleating?
Little Bo-*Peep*, your sheep will come home.
Peep into the oven and look at the cake.

Seed

Let us plant the *seed* in the window box.
The boy at the farm showed me how to plant the *seed.*
I shall plant the *seed* and then I shall give you some flowers.

Steep

Come, let us climb the *steep* hill and look at the sunset.
Can you climb the *steep* hill without stopping?
Did Jack and Jill climb a *steep* hill?

Teach

Please *teach* me how to swim. (dance, play baseball, play the piano, etc.)
Shall I *teach* you how to sew? (cook, wash dishes, ride a horse, etc.)

Teach The boy at the farm will *teach* me how to milk a cow.
Shall I *teach* you how to make a radio set?

Steer I know how to *steer* a boat.
Shall I teach you how to *steer* a boat?
The boy at the farm can *steer* almost any boat.
He can *steer* a sailboat. (row-, steam-, electric, etc.)
I can *steer* a rowboat when my father rows

Tease Please don't *tease* my deer and my fawn!
You must not *tease* your mother for candy.
You are a big boy and so you must not *tease* for candy.

Tree Can you tell a maple tree from an oak *tree?*
How can you tell a palm *tree* from a pine *tree?*
Have you read the story called "The Little Pine *Tree*"?
Who cut down the cherry *tree?*
Did you see the nest in the *tree?*
The deer and the fawn stood in the shade of the oak *tree.*

Teepee Who lives in a *teepee?*
Would you like to be an Indian and live in a *teepee?*
Let us go out on the lawn and make a *teepee.*
Can you make a *teepee?*
Let us ask the boy at the farm to show us how to make a *teepee.*

WRITTEN EXERCISE

Write all the homophenes[1] you can for each of the following words: tease, leave, piece, beach, meet, deer, peep, seed, steep.

ADDITIONAL SENTENCES

Come, let us go out on the lawn and play in the teepee. Let us have the pet deer come too. We shall play that we are Indians. Look at the dog wag his tail. He wants to play with us. Come on, Dog, and go into the teepee. You belong to a big Indian.

Look, Mother is coming with the baby. Baby, do you want to play Indian? See the baby laugh! I think that Baby wants to be a little Indian.

[1] See page 40. Explain what a homophene is to the pupils.

LESSON 11

SHORT *E* — EXTENDED-MEDIUM MOVEMENT

For the sound of *e* as in *Ed,* the jaw has a short downward movement, the opening between the lips is not so narrow as for ē nor so wide as for ă, and the lips are slightly extended at the corners.

EXERCISE WORDS	EXERCISE SYLLABLES	
peep, bell	bē — bĕn	bē — rĕn
deal, dell	bē — mĕn	bē — sĕn
feel, fell	bē — pĕn	bē — shĕn
feed, fed	bē — cĕn	bē — thĕn
meet, met	bē — fĕn	bē — slĕn
reed, red	bē — dĕn	bē — blĕn
teal, tell	bē — hĕn	bē — clĕn
teen, ten	bē — lĕn	bē — prĕn

Well Are you feeling *well* to-day?
Is your mother *well?* Is your sister *well?*
I am glad that they are all *well.*
"Ding, dong, dell, Pussy is in the *well.*"
Well begun is half done.

Sell Do you like to *sell* things?
Will you *sell* me a pound of butter?
Will you *sell* me a dozen eggs?
Will you *sell* me a quart of milk?
Will you *sell* me some ice cream? (candy, etc.)

Left Hold up your *left* hand. Hold up your right hand.
Put your right hand on your *left* hand.
Put your *left* foot on your right foot.
Forward march! *Left*, right, *left*, right.

Beg Did the dog *beg* for a bone? (a drink of water, a drink of milk, etc.)
Did your puppy *beg* for candy? (cake, sugar, etc.)
Did you say, "I *beg* your pardon"?

**Bed* "To *bed*, to *bed*," says sleepy head.
Is it time to go to *bed?*
What time do you go to *bed?*
"Early to *bed*, and early to rise,
Makes a man healthy, wealthy, and wise."
"Tommy Trot, a man of laws,
Sold his *bed* to lie on straws."

**Pet* Did you see my *pet* deer?
See the baby *pet* the cat!
Have you a *pet* cat? (dog, rabbit, deer, etc.)
You must be kind to your little *pet.*

Best Do your *best.*
Is that your *best?*
Which is the *best* book of travel? (of adventure, on radio, etc.)
Put your *best* foot forward.

Desk

Where is your *desk?*
Is your *desk* at the right-hand side of the room?
Is your *desk* near the window?
How clean your *desk* is!
You always have your *desk* so clean.
Does your teacher let you dust her *desk?*
The teacher's *desk* is large.

Fence

My father has made a *fence* all around our lot.
The boy at the farm has built a *fence* all around his sister's doll house.
Can you build a *fence?*
I shall ask the boy at the farm to teach me how to build a *fence.*
My brother can jump over a five-foot *fence.*
They have a horse at the farm that can jump over any *fence.*
It is great fun to see a horse jump over a *fence!*

Nest

Did you see the bird's *nest* in the tree?
"Birds in their little *nests* agree,
And it is a shameful sight,
For children of one family,
To fall out and chide and fight."

Nest The poor little bird fell from the *nest.*
The good Boy Scout put the bird back in the *nest.*

Nell "Sister *Nell* pulled the bell,
She went pell mell and down she fell."

**Set* Will you *set* the table for me?
Will you *set* the clock for me?
Set the clock ahead forty minutes.
Please *set* a chair for the visitor.

**Send* *Send* me a letter (telegram, etc.) at once.
Send the package by parcel post.
How will you *send* the book to the library?
Did your teacher *send* you on an errand to the principal?

Sense My brother has a keen *sense* of smell. (hearing, sight, touch, etc.)
Because the dog had a keen *sense* of smell, he was able to find the lost child.

Shelf "All the bread and cheese he had he kept upon the *shelf.*"
Please put the book on the *shelf.*
This *shelf* is just what I want for my plants.
Is this *shelf* too high for you to reach?

**Tent* Did you ever sleep in a *tent?*
A Boy Scout knows how to put up a *tent.*

**Tent* The Boy Scout will teach you how to put up a *tent.*
Will you put up a *tent* for me?
A soldier sleeps in a *tent.*
Does an Indian sleep in a *tent?*

**Den* My brother found a bear's *den.*
The *den* was near the top of a steep hill.
There were two baby bears in the *den.*
The mother bear was not in the *den.*
My brother did not wait inside the *den* for the mother to come home.

**Ten* "Nine, *ten,* an old fat hen."
"You used to come at *ten* o'clock but now you come at noon."
What is a fifth of *ten?* (a half, a third, etc.)
If I had *ten* apples and gave away five, how many should I have left?

Them Will you tell *them* about your pet deer?
What did you tell *them* about your new tent?
I shall tell *them* to send me a letter.
I shall tell *them* to send the package by parcel post.

West Turn to the *west* and look at the sunset.
I can see the sun set from my *west* window.
Would you like to go *West* next summer?
Would you like to go *West* and be a cowboy?

Wet It is too *wet* to play out-of-doors.
Don't get your feet *wet.*
You must not sit in school with *wet* feet.
My pussy does not like to get her feet *wet.*

WRITTEN EXERCISE

Write homophenes for the following words: best, deck, den, nest, Nell, pet, set, sense, wet.

ADDITIONAL SENTENCES

The little birds are in their nests fast asleep.
The sun has set.
The little bears are in their den fast asleep.
Is it not time for Baby Nell to go to bed?
The old hen is asleep on the fence.
The pet deer is out on the lawn fast asleep.
It is time for Baby Nell to go to bed.
Mother, are you going to send me to bed now?
No, you are a big Boy Scout. You may go to bed later.
May I stay up until ten?
No, because you must get up at five o'clock to-morrow.
The boy at the farm wants to sell some pet rabbits.
I thought you would like two of them.
You may make a little house for them.

You may build a fence around the house.

May I sleep in the tent to-night?

It will rain before morning.

I don't want you to get wet.

Please, Mother, I won't get wet in the tent.

Before you go to bed get me a sheet of paper from the left-hand shelf of my desk.

Yes, Mother, I will. Here is the paper, good night.

LESSON 12

SHORT *A* — EXTENDED-WIDE MOVEMENT

For the sound of short *a*, as in *pat*, the lips are extended slightly at the corners, the lower jaw has a slight downward movement, and the opening between the lips is wider than for the other extended vowels.

EXERCISE WORDS	EXERCISE SYLLABLES
beet, bet, bat	bē — bĕn — băn
dean, den, Dan	bē — mĕn — măn
feed, fed, fad	bē — pĕn — păn
heed, head, had	bē — fĕn — făn
lead, led, lad	bē — dĕn — dăn
meet, met, mat	bē — hĕn — hăn
neat, net, nat	bē — lĕn — lăn
peat, pet, pat	bē — rĕn — răn

EXERCISE WORDS	EXERCISE SYLLABLES
seed, said, sad	bē — sĕn — săn
teen, ten, tan	bē — shĕn — shăn
	bē — thĕn — thăn
	bē — plĕn — plăn
	bē — prĕn — prăn

**Pad* I have a yellow *pad.*
Can you find a white *pad* in the closet?
Where are your *pad* and pencil?
Will you write your name on your *pad?*

**Man* "Blessings on thee, little *man,*
Barefoot boy with cheek of tan."
I am going to be a big *man* some day.
Have you seen the *man* in the moon?
Who is that *man* in the hall?

**Pan* The Boy Scout had a *pan* in his pack.
The Boy Scout will fry fish in the *pan.*
Be sure to wash the *pan* carefully.
The miners use a *pan* to wash out gold.
Find out what kind of *pan* the miner has.

**Band* Come, I am going to hear the *band* play!
I can hear the *band* play over the radio.
Will you give me a rubber *band?*

**Band* My mother put a new *band* on my hat.
Was it a blue *band* or a black *band?*
It was a blue *band.*

**Bat* My brother will teach you how to *bat* a ball.
Get your *bat,* and go to the field.
My father gave me a new *bat* on my birthday.
Let me see your *bat.*
I will lend you my *bat* on Friday.

**Pat* Nell wants to *pat* the dog.
She will *pat* the dog gently.
The dog loves to have the baby *pat* his head.
"*Pat*-a-cake, *pat*-a-cake, baker's man."

Bang "*Bang, Bang,*" went the cannon!
The book fell down with a *bang.*
Be careful not to *bang* the door.

**Hat* Do you like my new *hat?*
Every man took off his *hat* when the flag went by.

**Hand* Raise your right *hand.*
Did you *hand* in your home work?
I can write with my left *hand.*

Cat

"Pussy *Cat*, Pussy *Cat*, where have you been?"
Did the *cat* see the queen?
Did the queen see the *cat?*
Come here, *Cat*, and tell me about the queen.
I will feed you some milk, little *cat.*

Catch

Did the little cat *catch* the mouse?
Did the cat try to *catch* a bird?
The cat must not *catch* the birds.
You may *catch* mice and rats, but you must not *catch* birds.
Try to *catch* me!

Dan

Dan lives at the farm.
Dan can catch a horse with a rope.
Will *Dan* show you how to catch fish?
Baby Nell loves *Dan.*
Dan gave Nell a bear for her birthday.

Nap

My cat is having a *nap* in the tent on the lawn.
I think the baby wants a *nap.*
My grandmother takes a *nap* every afternoon.

Pack

Please help me *pack* my trunk.
The Boy Scout had a *pack* on his back.
What do you think the Boy Scout had in the *pack?*
Are you strong enough to carry a big *pack?*

Ran
My brother and Dan *ran* a race.
I *ran* a race with my dog.
My dog *ran* faster than I.
"The dish *ran* away with the spoon."

Sat
Who *sat* in the big bear's chair?
Who *sat* in the corner?
The teacher *sat* at her desk.

Rat
My cat sat down and watched the *rat* hole.
Did the *rat* come out of his hole?
Ask the cat, for the *rat* cannot tell you.

Tag
Let's play *tag !*
It is lots of fun to play *tag.*
Last *tag,* you're "It"!
Be sure to put a *tag* on my trunk.

Wag
See my dog *wag* his tail.
My dog *wags* his tail when he wants to go with me.
If you want some candy, Rover, *wag* your tail.
I saw his tail *wag* so I think he wants some candy.

WRITTEN EXERCISE

Write homophenes for the following words: band, bang, cat, Dan, nap, ran, sat, tag, wag.

ADDITIONAL SENTENCES

Would you like to be a drummer in a brass band? Bang, bang, goes the drum. My brother plays in the band. They will broadcast the band music over the radio. Let us stand near and listen to the band music to-night.

My grandmother took a short nap this afternoon. She said she had a "cat-nap."

Why did she call the little nap a "cat-nap"?

Grandmother made a little cake and baked it in a little pan. She gave the pan with the cake in it to the Boy Scout. The Boy Scout will put the pan into his pack. If the pack is too heavy for the Boy Scout, he may leave the cake with me. Look at the dog wag his tail. He knows I am talking about grandmother's cake. I think he would like a piece of cake. Will the Boy Scout leave the cake for the dog and me? No, I think he will take the cake. He will not find his pack too heavy.

LESSON 13

Long *Oo* — Puckered-Narrow Movement

For the sound of long *oo* as in *moon*, the lips move forward, and are drawn together or puckered, and the opening between the upper and lower lips is very narrow.

EXERCISE WORDS	EXERCISE SYLLABLES	
beet, boot	fē — fo͞o	mē — mo͞o
feed, food	fĕ — fo͞o	chă — cho͞o
keen, coon	fă — fo͞o	chē — cho͞o
lean, loon	thē — tho͞o	sē — so͞o
mean, moon	thĕ — tho͞o	tē — to͞o
seen, soon	thă — tho͞o	tă — to͞o
teeth, tooth	mă — mo͞o	
teen, toot	sē — mē — cho͞o	
weed, wooed	sē — mē — cho͞o — to͞o	
sheet, shoot	sē — thē — cho͞o — cho͞o	
	sē — mē — cho͞o — fo͞o	
	She may see me chew food.	

Moon The man in the *moon* looked down at me.

"Boys and girls come out to play,
The *moon* doth shine as bright as day."

Do you know how the *moon* affects the tides?

Poodle My little white *poodle* is taken for a walk every morning.

Who will tie the bow on the collar of the *poodle?*

Would you like to have a *poodle?*

What kind of *poodle* would you like to have?

Loose My tooth is so *loose* I think it will fall out.
Another will come in to take the place of the *loose* one.
Is the shoe too *loose* for you?
Was the door hinge *loose?*

Booth We'll telephone from the *booth* at the drug store.
Will you dress a doll for my *booth* at the fair?
Is your school going to have a *booth* at the fair?

Move Are you going to *move* October first?
We are going to *move* across the street.
Will you please help me *move* the table?

Roof Have you ever been on the *roof* of your house? (Woolworth Building, etc.)
What is the *roof* made of?

School What *school* do you go to?
Are you on time at *school* every day?
Let's play *school.* You may be the teacher.

Tooth Baby has a new *tooth.*
Will you show me your new *tooth?*

Cool Do you like the *cool* water?
Is the water too *cool* for bathing?

Whose *Whose* dog is that?
Whose mother came to see us this morning?

Booby Who won the *booby* prize?
The *booby* prize was a peanut.
I did not win the *booby* prize. I won the first prize.
The winner of the *booby* prize had to wear a dunce cap made of a sheet of foolscap paper.

Moose Did you ever see a *moose?*
Does the *moose* look like a deer?
A *moose* is larger than a deer.
Who can tell me more facts about the *moose?*

Noon Do you go home at *noon* for your lunch?
Will you call in the after*noon?*
Is it *noon* all over the world at the same time?
How do you know when it is *noon?*

Noose Can you make a *noose* in the rope?
Did you see the cowboy make a *noose* in the rope?
Did you see the cowboy throw the *noose?*
The boy at the farm will show me how to make a *noose.*

Poor The Boy Scout helped the *poor* old man to cross the street.
My brother found a *poor* little dog.
Abraham Lincoln was a *poor* boy.

Room There is always *room* for one more.
My *room* faces the west.
I can see the sunset from my *room.*
How large is your *room?*
My *room* is fourteen feet long.
Have you a fireplace in your *room?*

Bloom The wild flowers (roses, lilies, pansies, violets, etc.) are in *bloom.*
I like to go to the farm when the flowers are in *bloom.*
I wish that the flowers would stay in *bloom* three hundred and sixty-five days out of the year.

Boom We heard the *boom* of the cannon.
Boom, boom, went the cannon!
On the Fourth of July we heard the cannon *boom* at sunrise.

Broom Please give me the *broom.*
Get the *broom* and sweep the steps. (hall, kitchen, etc.)
A new *broom* sweeps clean.

Choose Which hand do you *choose?*
Do you like to *choose* your own birthday present?
I am going to *choose* a present for my mother.

Loon The *loon* is a water bird.
Did you ever see a *loon* dive?
We found a *loon's* nest near the lake.

Shoot Do you know how to *shoot* with a bow and arrow?
Would you like to *shoot* at a mark?
Can you *shoot* straight?
How far can you *shoot* an arrow?
You must be careful not to *shoot* a bird.

WRITTEN EXERCISE

Write the homophenes for each of the following words: moon, loose, noon, poor, boom, choose, shoot.

ADDITIONAL SENTENCES

O Mother, how pretty the moon looks to-night!
My little poodle loves to bark at the moon.
The string on the package is too loose.
Our school is going to have a booth at the fair.
We shall sell homemade candy at our booth.

My grandfather will move to the farm next week.

They have just mended the roof of the farm-house.

Give baby a drink of cool water, and see her new tooth!

Did you see me shoot with my bow and arrow?

I won the booby prize.

Did you see the moose in the woods?

The boy at the farm saw a moose come out of the woods. The moonlight was so bright that the boy could see the moose very well. The boy ran to get his rope. He wanted to throw a noose over the head of the moose.

Are you going home this noon? No, I shall eat my lunch in the schoolyard. Whose room are you in? Miss Nell Best is the name of my teacher. I love Miss Best. She lets me sit near her desk. On her desk there is a rose in full bloom.

LESSON 14

Short *Oo* — Puckered-Medium Movement

For the sound of short *oo*, as in *took*, the lips are puckered and the opening between the upper and lower lips is not so narrow as for long *oo* nor so wide as for *aw*. The lips are not projected as much as for long *oo*.

EXERCISE WORDS	EXERCISE SYLLABLES
fool, full	wē — mĕ — wē — mĕt
shoot, shook	wē — mă — wē — măt
	wē — mo͞o — wē — mo͞on
beak, book	wē — sho͝o — wē — sho͝ok
feet, foot	
seat, soot	se͞e — mē — me͞et
	se͞e — mē — sĕll
bell, bull	se͞e — mē — păt
fell, full	se͞e — mē — lo͞o
well, wool	se͞e — mē — lo͞op
wed, wood	se͞e — mē — lo͝o
	se͞e — mē — lo͝ok
sat, soot	
pat, put	
fat, foot	
hack, hook	

Pull Please *pull* down the shade a little farther.
Will you help me *pull* the boat to the shore?
Did you ever watch anyone *pull* taffy?

Full Were your arms *full* of flowers?
The room was *full* of people.
The basket was *full* of fruit.

Brook Let's sail the boat in the *brook*.
We'll go to the *brook* to catch some fish.

Brook How would you like to go wading in the *brook?*
Did you ever try to build a dam across the *brook?*
A beaver can build a dam across a *brook.*

Soot The chimney sweep was covered with *soot.*
Did you find *soot* on your face after a ride on a train?

Shook Who *shook* the boat?
They *shook* hands when they met.
The automobile *shook* the bridge.
They *shook* the tree to get the apples.
The earthquake *shook* the house.

Look *Look* before you leap.
Did you *look* for violets in the woods?
Look at my face when you talk to me.
"He *looked* the whole world in the face."

Took He *took* his medicine like a brave little man.
Who *took* the book off my desk?
The Boy Scout *took* the old lady's arm to help her cross the street.

Cook Does your mother ever let you *cook?*
Did you help your mother *cook* Sunday dinner?
How long shall I *cook* the potatoes?

Hood Shall I tell you the story of Red Riding *Hood?*
Who saw the baby's *hood?*
Baby's carriage has a *hood* over it.

Pussy "*Pussy* cat, *Pussy* cat, where have you been?"
Who knows the story of "*Puss* in Boots"?
Will you play "*Pussy* in the Corner" with me?

Push Knock on the door and then *push* it open.
There is a *push* button in the hall.
Don't *push* the children in front of you when you are going down the stairs.

Wool Have you a *woolen* sweater?
Don't you like to wear *woolen* gloves and stockings in the winter?
Black Sheep, have you any *wool?*

Put *Put* your books into your desk quietly.
Did you *put* everything back in its place?
Will you *put* the flowers in water?
Who *put* the eraser here?

Book What *book* do you like best?
Have you a *book* of fairy tales?
I like to read *books.*

Wolf Can you tell me the story of "The Fox and the *Wolf*"?
What happened to the little boy who always cried, "*Wolf! Wolf!*"?

Good Did you have a *good* time at the party?
We had a *good* time at the candy pull. (farm, theater, etc.)

Foot Is your right *foot* larger than your left *foot?*
How many inches are there in one *foot?*
The bench is only one *foot* wide.

WRITTEN EXERCISE

Write all the homophenes for the following: pull, wood, took.

ADDITIONAL SENTENCES

Look, look, Mother, we have our basket full of fruit. It was fun to pull the apples from the tree. I shook the tree, and four apples fell down. The boy at the farm has built a dam across the brook. The brook will be deep above the dam. Fish can live in the deep part of the brook. The water is one foot deep below the dam. I had a good time playing in the brook. We got some wood and made a fire. I got soot all over my face.

Mother, where have you put my book? There is a story in the book about a wolf. I am as hungry as a wolf. Isn't it time for you to cook dinner?

LESSON 15

Aw, AND *O* IN *Or* — PUCKERED-WIDE MOVEMENT

For the sound of *aw* as in *ball* and *raw*, and of the *o* in *short*, the lips are slightly puckered, and the opening between the lips is wider than for the other puckered vowels. Notice the dropping of the lower jaw.

EXERCISE WORDS

boot, put, pawed
food, foot, fought
whose, wool, wall
shoot, shook, short

peal, pall
feet, fought
seat, sought
keen, caught

bell, ball
fell, fall
well, wall
bet, bought
set, sought

bat, bought
fat, fought
sat, sought
pal, pall

EXERCISE SYLLABLES

mo͞o — mo͝o — maw
mo͝o — mo͞o — maw
mo͝o — maw — mo͞o
mo͝o — mo͞o — maw
maw — mo͞o — mo͝o, etc.

law — lo͞o — lo͝o
lo͞o — lo͝o — law, etc.
fo͝o — faw — fo͞o
faw — fo͞o — fo͝o, etc.
sho͞o — sho͝o — shaw
shaw — sho͝o — sho͞o, etc.

Ball Will you play *ball* (base-, hand-, basket-, etc.) with me?
My dog will let you play with his *ball.*
Baby has a soft rubber *ball.*
I found a golf (tennis, foot, etc.) *ball.*
How far can you throw your snow*ball?*
Let us make a big snow*ball!*
Did you ever make a *ball* from rubber bands?

Fought Two naughty boys *fought* on the street.
The soldier *fought* bravely for his country.

Wall You put the chair too near the *wall.*
Would you like to hang this picture on the *wall* for me?
We are having our *walls* painted instead of papered.

Raw My puppy likes *raw* meat.
Did you ever see *raw* silk?

Saw I spied you before you *saw* me!
Let us play See-*saw.*
Will you *saw* enough wood for the fire?

Thorn I pricked my finger with the *thorn* of a rose.
Every rose has its *thorn.*

Law
We must all obey the *laws.*
Every good citizen obeys the *laws.*
Some of our *laws* are made by Congress.

Talk
Did you *talk* to your mother about going to the party?
Does your Polly *talk* when you go into the room?

Cough
Cover up each *cough* and sneeze.
Did you see the doctor about that *cough?*
Your *cough* seems to be getting better.

North
"The *north* wind doth blow
And we shall have snow."
How far *north* would you like to go?
Would you like to go to the *North* Pole?

Walk
Come let us go for a *walk.*
How fast can you *walk?*
Let us *walk* down to the wharf to see the whale.
I think the *walk* will do you good.

Fault
Whose *fault* is it?
It is not my *fault.*
He found *fault* with everything.
There was nothing with which he could find *fault.*

Call

Will you please *call* for my book at the library?

Please *call* a taxicab (messenger, etc.) for me.

Please *call* for me on your way to school. (the library, etc.)

At what time shall I *call* you?

Please *call* me at seven.

Please *call* at the house as early as you can.

Your little friends have come to *call* on you.

Fawn

The deer and her *fawn* are on our lawn.

The deer and her *fawn* live in the woods.

The *fawn* is very tame.

I love my pet *fawn.*

My *fawn* will come to me when I call her.

Would you like to feed my pet *fawn?*

I will call the *fawn* and you may feed her.

Tall

How *tall* are you? (is your brother, etc.)

I am as *tall* as you. (my sister, etc.)

What a *tall* girl you are!

Short

I have written a *short* letter. (composition, essay, etc.)

My brother (cousin, sister, etc.) will be here for a *short* time.

Would you like some strawberry *short*-cake?

I have only a *short* distance to go.

Paw

See my pet poodle give me his *paw*.
Pussy will give me her *paw*.
Pussy, give your *paw* to the poodle.
No, my pussy will not give her *paw* to the poodle.

Gnaw

The mouse can *gnaw* a hole in the wood.
The mouse can *gnaw* a big hole with its sharp teeth.
Give my poodle a bone to *gnaw*.
See the poodle *gnaw* the bone!
I think that my pussy would like to help the poodle *gnaw* the bone.

Jaw

How many teeth have you in your upper *jaw?*
There is a tooth in my upper *jaw* that must be filled.

Broad

How *broad* is the brook? (river, lake, bay, etc.)
He had a *broad* grin on his face.
My father has a very *broad* forehead.

Claws

Pussy, your *claws* are too sharp.
Pussy would like to get her *claws* on the mouse.
The little mouse will run away from your sharp *claws*, Pussy.

Draw Will you *draw* a picture for me?
Can you *draw* a picture of a house?
Draw a picture of my poodle and my pet fawn.

WRITTEN EXERCISE

Write the homophenes for the following: all, ball, fought, fault, broad.

ADDITIONAL SENTENCES

The soldiers fought bravely to defend the fort.
We saw the ball go over the wall.
The poodle had a thorn in his paw.
All the boys in my class are tall.
Does the poodle eat raw meat?
Let us walk up this broad path.
Can you draw the picture of a farm?
Point to the north.
It was all my fault.
You must obey the law.
Do not talk too much.
I am glad that your cough is better.
Call me if you need me.
I can stay only a short time.
The mouse can gnaw a rope.

LESSON 16

SHORT *I* — RELAXED-NARROW MOVEMENT

For the sound of *i* as in *pin*, the lips have a relaxed movement, and the opening between the upper and lower lips is narrow. Notice that there is a backward movement of the lips very much like long *e* but shorter.

EXERCISE WORDS	EXERCISE SYLLABLES	
peal, pill	ĭn	wē — lĭz
beat, bit	pĭn	wē — dĭz
seat, sit	cĭn	wē — fĭz
feet, fit	fĭn	wē — rĭz
bean, bin	tĭn	wē — sĭz
deep, dip	hĭn	ăn — ĭn
keep, kip	lĭn	băn — bĭn
leave, live	rĭn	căn — cĭn
meat, mitt	sĭn	făn — fĭn
peep, pip	shĭn	dăn — dĭn
read, rid	thĭn	lăn — lĭn
tease, 'tis	flĭn	răn — rĭn
	blĭn	săn — sĭn
	clĭn	shăn — shĭn
	crĭn	flăn — flĭn
	brĭn	blăn — blĭn
	prĭn	clăn — clĭn
		crăn — crĭn
		brăn — brĭn

Pin Did the *pin* stick you?
Will you buy a hundred clothes *pins* for me?
Will you give me a *pin?*

Fish Will you feed the *goldfish?*
How many *fish* are in the aquarium?
Will you go *fishing* with me?
Do you eat *fish* on Friday?

Win Did you *win* the ball game?
Did he *win* the first prize?
You *win!*

Rip How did you *rip* your blouse? (dress, shirt, sleeve, etc.)
There is a *rip* in your sleeve.

Sit Will you *sit* on the front seat?
Do you like to *sit* on Father's lap?
Sit up. *Sit* straight. *Sit* down. *Sit* back in your seat.

Ship Did you see the big *ship?*
Would you like to see a battle*ship?*
When does the *ship* sail?

Think Do you *think* your mother will let you go to the movies?
What do you *think* about it?

Live
Where do you *live?*
Do you *live* in the country?
Who *lives* in this house?
Do you *live* on a farm?
Do you *live* far from here?

Give
Will you *give* me a kiss?
Did mother *give* you five cents?
Will you *give* me some cake?

Kiss
Kiss grandmother. (mother, etc.)
Don't *kiss* the baby on the mouth.

Wish
What do you *wish?*
You may have three *wishes.*
Who got the *wish* when you broke the *wish*bone?

Hill
Did you run up the *hill?*
Jack and Jill went up the *hill.*
The house is built on the *hill*top.

Big
Are you a *big* boy?
Have you a *big* ball? (doll, kite, etc.)
How *big* is the baby?

Crib
Baby is asleep in her *crib.*
The *crib* is in the tent on the lawn.
My poodle is asleep near the *crib.*
Will you buy a *crib* for my poodle?

Sieve Does your mother let you sift flour with her *sieve?*
The *sieve* is made of tin.
How can you carry water in a *sieve?*
Will you press the berries through the *sieve?*

Limb Come, let us sit on the *limb* of the tree.
Let us climb to another *limb.*
The *limb* of the tree was broken by the storm.

Stiff Beat the eggs until they are *stiff.*
Is the cream *stiff* enough?
Beat the salad dressing until it is *stiff.*

Dish "The *dish* ran away with the spoon."
Please give me a *dish,* for I wish to beat three eggs.
Is that the *dish* for the cat's milk?
Would you like a *dish* of ice cream?

Rich Do not give your poodle *rich* food.
What *rich* milk this is!
"*Rich* man, poor man, beggar man, thief."

Sick The doctor went to see the *sick* child.
The doctor will take the *sick* child to the farm.
The farm is a good place for a *sick* child.

WRITTEN EXERCISE

Write homophenes for the following: pin, win, rip, sit, hill, big, limb.

ADDITIONAL SENTENCES

Did you ever go fishing with a bent pin?
Did you ever catch a fish with a bent pin?
I think I should like to take a long trip on a ship.
I wish you would sit down and help me rip this old dress.
Do you think my brother will win the race?
Where do you live?
Good-by, give Mother a kiss.
Throw a kiss to the baby.
See the nest on the limb of the tree!
Come, let us climb the hill.
Did you whip the cream until it was stiff?
Would you like a dish of rich ice cream?

LESSON 17

SHORT *U* — RELAXED-MEDIUM MOVEMENT

For the sound of *u*, as in *fun*, and *ō*, as in *love*, the lips are relaxed, and the opening is wider than for short *i*. The jaw has a short downward movement.

EXERCISE WORDS	EXERCISE SYLLABLES
bin, bun	bŭn — bĕn
pin, pun	pŭn — pĕn
fin, fun	fŭn — fĕn
din, dun	dŭn — dĕn
sin, sun	hŭn — hĕn
shin, shun	lŭn — lĕn
	rŭn — rĕn
book, buck, beck	sŭn — sĕn
should, shun, shed	shŭn — shĕn
took, tuck, teck	thŭn — thĕn
rook, ruck, reck	plŭn — plĕn
	clŭn — clĕn

Puppy Would you like to play with my *puppy?*
Have you a *puppy* dog?
Did you see the *puppy* chase his tail?
Did you feed the *puppy?*
Give the *puppy* a bone.

Fun What *fun* we had playing tag!
Don't make *fun* of him.
Can you make a *funny* face?

Won Who *won* the game?
Who *won* the prize?

One May I have *one?*
I'll give you a big *one.*
Which *one* do you want?

Run
Did you *run* all the way to school?
Can you *run* fast?
Let's *run* downstairs.

Shut
Will you please *shut* the window?
Shut the door and open the gate.
Shut your mouth and breathe through your nose.

Love
Do you *love* your mother? (father, puppy, baby, teacher, cat, etc.)
How much do you *love* me?

Touch
May I *touch* your hair?
You mustn't *touch* the baby.
Look at the picture but do not *touch* it.
Can you *touch* the floor with your fingers?

Button
Button up your coat before you go out.
There is a *button* missing from my coat.
I am afraid that I have lost the *button.*

Bus
Will you go for a *bus* ride with me?
Do you like to sit on the top of the *bus?*
How many people are in the *bus?*

Bunch
How much do you pay for a *bunch* of bananas? (beets, celery, etc.)
Did you pick a *bunch* of buttercups for Mother?

Lucky What is your *lucky* number?
You were *lucky* to find your book.
The four-leaf clover is thought to be *lucky*.

Dull Is your pencil *dull?*
Can you write with a *dull* point?
The blade of my knife is *dull*.

Mother Ask *Mother* to let us go to the ball game. (movies, theater, picnic, etc.)
My *mother* gave me a present on my birthday.
Is your *mother* at home?

Brother My *brother* has just come home.
Will you ask your *brother* to come with you?
What is your *brother's* name?
How old is your *brother?*

Lump My poodle would like a *lump* of sugar.
Give the fawn (deer, horse, cow, etc.) a *lump* of sugar.
Please give me a *lump* of sugar.

Bud There is a beautiful *bud* on the rosebush.
Shall I pick the *bud* for your mother?
Will you take the rose*bud* to your mother?

Bug O see the great big *bug!*
Are you afraid of a *bug?*

Bug

The *bug* will not hurt you.
Baby, do you want to see the *bug* crawl?
Baby is not afraid of the *bug*.

**Come*

Will you *come* with me?
When do you *come* to school?
When will you *come* home?

**Cub*

Did you see the mother bear and her little *cub?*
Are you afraid of the *cub?*
The bear and the *cub* will not hurt you.
The little *cub* is very tame.
Give the *cub* a lump of sugar.
I love to play with the *cub*.
Baby, do you want to give the *cub* a lump of sugar?

Cut

Will you *cut* a piece of bread for me? (cake, pie, etc.)
Let us *cut* some wood and make a fire.
The boy at the farm can *cut* down a tree.
George Washington *cut* down a cherry tree.

Must

You *must* be careful not to cut yourself.
Must you go now?
You *must* be sure to come to see me soon.
You *must* be sure to give the bud to your mother.

Dust

You must be sure to *dust* the chair. (table, bookcase, etc.)

You will not find any *dust* on the chairs (table, etc.) after I have dusted them.

Nut

Please crack this *nut* for me.

Brother will crack a *nut* for Baby.

Would you like a *walnut?* (peanut, etc.)

If you will crack the *walnuts*, I will make you a *walnut* cake.

Rug

You must not get dust on the *rug.*

Did your mother buy this *rug* for your birthday?

How large is the *rug?*

My poodle loves to lie on your pretty *rug.*

Baby, you may sit on this *rug* and play with the poodle.

Sun

How bright the *sun* is to-day!

Let us sit in the *sun*shine.

Mother will go with us for a walk in the *sun*shine.

Tub

Shall I give your poodle a bath in the *tub?*

See the poodle run away from the *tub.*

Is your poodle afraid of the *tub?*

Here is the *tub*, Poodle; come get your bath.

Baby, do you want to see me give the poodle a bath in the *tub?*

WRITTEN EXERCISE

Write the homophenes for each of the following: run, shut, come, bus, bunch, bud, bug, button, cut, must, nut, tub.

ADDITIONAL SENTENCES

Will you run after my puppy's ball?

Wouldn't it be fun to be the first one there?

Some people sleep with their windows shut. You know better.

Can you touch the floor with your thumbs?

I found a bunch of keys on the floor of the bus this morning.

Monday is my lucky day.

If you sleep with your windows shut, you will be dull the next day.

My brother will give the poodle a bath in the tub.

Come, Pussy, would you like to see the poodle in the bathtub?

See the pussy run when you say "bathtub"!

Pussy will lie on a rug and play with a button.

Shall I cut a rosebud for you?

I must go home now. My mother wants me to dust the chairs.

Did you see the cub with the mother bear?

Ask your brother to give the cub a bath in the tub.

LESSON 18

Ah — Relaxed-Wide Movement

For the sound of *ah* as in *park,* the lips are relaxed, and the opening between the lips is wider than for any other of the relaxed vowels. Notice how the jaw drops.

EXERCISE WORDS	EXERCISE SYLLABLES
ban, pawn, barn	maw — mä
fan, fawn, far	faw — fä
can, caught, cart	saw — sä
Dan, dawn, darn	law — lä
ham, horn, harm	shaw — shä
land, lawn, lard	paw — pä
sad, saw, sard	
	me — mo͞o
bin, bun, barn	me — mo͝o
fin, fun, far	me — maw
kid, cud, car	me — mē
tin, tut, tar	me — mĕ
lick, luck, lark	me — mă
sin, sun, sard	me — mĭ
rit, rut, rah	me — mŭ
	me — mä, etc.

Park Will you play ball in the *park* with me?
Have you been to the *park* to see the animals in the Zoo?

Park Can you walk to the *park* from your house?

Far How *far* can you walk?
Is your home *far* from school?
Can you reach *far* above your head?
Can you see the ship *far* out on the ocean?

Scarf Does your mother wear a fur *scarf?*
Have you a *scarf* around your neck?
Is there a *scarf* on the dresser? (buffet, table, etc.)

Charge How much does the butcher *charge* for meat?
Did you tell the grocer to *charge* it?
Did he *charge* too much?
Will you take *charge* of my scarf?

Alarm Have you an *alarm* clock at home?
Did you ring the fire *alarm?*
Can you set the *alarm?*

March Can you *march* like a soldier?
Forward *march!*
March twenty-first is the first day of spring.

Car Can you catch the *car?*
Do you like to ride on a *car?*
We took a long *car* ride in the country.
Where shall we park our *car?*

Dark Do you want a *dark* blue dress? (coat, hat, etc.)
This wall paper (dress, coat, hat, etc.) is too *dark.*
Are you afraid of the *dark?*

Darn Can you *darn* your stockings?
Did your mother teach you how to *darn* your stockings?
You *darn* very well.
That is a very neat *darn.*

**Heart* The boy at the farm has a kind *heart.*
Can you feel your *heart* beat?
My *heart* beats very fast.
Your *heart* beats faster while you are running.

**Hard* The lesson was very *hard.*
Was it too *hard?*
Was it too *hard* for you to learn?
It is fun to learn a *hard* lesson.

Father My *father* is very kind to all animals.
My *father* never forgets to feed our pets.
Father, may I have a lump of sugar for my poodle?
Father, please give the sugar to Baby. Baby will feed the poodle.

Jar There is a *jar* of jam in the cupboard.

Jar Father, may I have the *jar* of jam for the picnic?
Father will give us the *jar* of strawberry (blackberry, etc.) jam.

Large Father caught a *large* fish.
How *large* was the fish? (whale, shark, etc.)
Here is a *large* piece of candy for you.
Would you like a *large* piece of pie? (cake, etc.)
A *large*, dark cloud came up in the west.

Harp Can you draw the picture of a *harp?*
The music of the *harp* is very sweet.
Listen to the music of the *harp.*
My mother can play on a *harp.*

WRITTEN EXERCISE

Write all the homophenes of the following: park, march, darn, heart, jar, harp.

ADDITIONAL SENTENCES

Where did you park the car?
I left my scarf in the car.
Are you not afraid that someone will take your scarf?
No, the poodle is in the car. The poodle will take charge of the scarf.

The poodle would bark if anyone tried to take my scarf.

Shall we sit in the car and watch the soldiers march by?

Did you hear the fire alarm ring this morning?

My father rang the alarm. The fire was not far from our house. My father saw the dark smoke. Father worked hard to put out the fire.

No, it was not a large fire.

I must remember to buy a jar of jam.

Come home with me and help me darn my stockings. Mother will play the harp for us while we darn stockings. Baby says that she wants to play the harp.

LESSON 19

A, *O* — A Relaxed-Wide or a Puckered-Wide Movement, or a Movement Intermediate between the Two

The revealing movement for *o*, as in *dog*, and *a*, as in *what*, must of course differ in various localities just as the pronunciation of all words involving short *o* or its equivalent varies. In parts of the United States short *o* is revealed by a puckered, wide movement, in other places by a relaxed, wide movement, and in still other places by a movement in which the lips are a little less puckered than for

aw. Make your description of this movement fit the pronunciation that you teach in your school.

EXERCISE WORDS	EXERCISE SYLLABLES	
pawed, pot	ŏn	sŏn
cawed, got	pŏn	shŏn
dawn, dot	cŏn	thŏn
lawn, lot	fŏn	blŏn
short, shot	dŏn	clŏn
part, pot	lŏn	crŏn
cart, cot	rŏn	brŏn
tar, tot		
lard, lot	a̤m — swamp	
sard, sot	a̤n — swan	a̤s — was
shard, shot	a̤b — swab	a̤t — what

What

What did you say?
Will you tell me *what* you mean?
What do you want?
I know *what* you want.
What did your mother say about it?

Dog

Does that *dog* belong to you?
My mother gave the *dog* to me for my birthday present.
What a pretty *dog* it is!
What is the name of your *dog?*
I call my *dog* Beans.
Beans? What a funny name for a *dog!*

Dog
Why do you call your *dog* "Beans"?
I call my *dog* Beans because it came from Boston.

Was
What *was* that?
Do you know what that *was?*
Who *was* here? (in the room, at home, etc.)

Wasp
Is that a bee or is it a *wasp?*
Can you tell a *wasp* from a bee?
Did you ever see a *wasp's* nest?
Does a *wasp's* nest look like a beehive?

Clock
Please look at the *clock* and tell me the time.
Is your *clock* slow? (fast)
How slow is your *clock?*
At what time did your *clock* stop?
Is that the *clock* your mother gave you on your birthday?
What a pretty *clock* it is!

Wash
I must *wash* my hands.
Be sure to *wash* your hands before you eat.
Help the baby *wash* her hands.
Monday is *wash* day at our home.
Did you *wash* that dress (handkerchief, apron, etc.) all by yourself?

Cod

We had *cod*fish for lunch.
Do you know where they catch *cod*fish?
Is the *cod* a fresh-water fish?
No, the *cod* lives in salt water.

Hot

Do you take a *hot* bath at night?
How *hot* the water is!
Is it too *hot?*
Please give me a cup of *hot* chocolate. (coffee, milk, etc.)

Pot

Will you please give me the coffee- (tea-) *pot?*
That plant is too large for the *pot.*
The *pot* is too small for the plant.
I shall plant some seeds in the flower *pot.*

Rot

Put the fruit in a cool place and it will not *rot* so soon.
After the fruit *rots,* it will not be fit to eat.

Lot

My father has bought a *lot.*
He will build a house on the *lot.*
Is the *lot* large?
No, it is a small *lot.*
Father did not pay much for his *lot.*

Mop

Please give me a *mop.*
I shall *mop* the floor. (linoleum, etc.)
Please *mop* up the water that you spilled.

Mop Wring the *mop* dry.
Hang the *mop* in the sunshine.

Not I can *not* see (hear, do, understand, etc.) that.
That is *not* what I mean.
That is *not* right. (long enough, wide enough, etc.)
That is *not* mine. (hers, his, etc.)

From We are not far *from* home.
Take a book *from* the shelf.
They went *from* Boston to San Francisco. (New York to Chicago, etc.)

Golf Do you know how to play *golf?*
My father (brother, sister, etc.) can play *golf.*
Did you find the *golf* ball?
My poodle loves to play with a *golf* ball.

Stop Where does the car *stop?*
Please *stop* the car.
Stop here on your way to town.
Did your clock *stop?*
Have you a *stop* watch?

Frog The little *frog* sits on (under, beside, near, etc.) the log.
Why does the *frog* sit under the log?
The *frog* is afraid of the dog.

Frog
Will the dog hurt the *frog?*
I think the dog will just say, "Bowwow!" to the *frog.*

Polly
What can your *Polly* say?
Does *Polly* want a cracker?
What does *Polly* want?
Is your sister's name *Polly?*

Swan
See the beautiful *swan* on the lake! (river, pond, etc.)
What a long neck the *swan* has!
See the *swan* swim!
The *swan* can swim under water.
Come, Baby, give the *swan* a piece of bread.
Your poodle must not bark at the *swan.*

Swamp
An old frog (crocodile, snake, lizard, etc.) lived in a *swamp.*
The frog (crocodile, etc.) liked the dark, gloomy *swamp.*
When the frog (crocodile, etc.) found the *swamp* too gloomy, he would talk to himself.
He would tell stories about the gloomy *swamp.*
Would you like to hear a story about a dark, gloomy *swamp?*

WRITTEN EXERCISE

Write the homophenes of the following: what, dog, cod, pot, mop, not, swamp.

ADDITIONAL SENTENCES

Shall I cook some codfish for your lunch? (dinner, breakfast)

Shall I give you a pot of hot coffee? (tea, etc.)

I am sure that coffee is not good for you.

What was that on the window?

Was it a wasp? No, it was a bee.

Will you wash the dishes? I will mop the floor.

Is your clock right? No, my clock is slow.

We walked to the edge of the swamp.

We saw the swan on the lake.

LESSON 20

Ow — Relaxed-Wide Movement Followed by a Puckered Movement

For *ow*, as in *cow* and in *mouth*, the first movement is like the revealing movement of *ah*, as in *arm*, the relaxed, wide; the second movement, like the revealing movement of o͝o as in foot, is a puckered, medium movement. Notice the downward and forward movement for this diphthong.

EXERCISE WORDS	EXERCISE SYLLABLES
part, pout	mä — mou
sharp, shout	cä — cow
lark, loud	fä — fou
ha, how	hä — how
	lä — lou
	nä — now
	rä — rou
	sä — sow
	tä — tou

Mouth Do you sleep with your *mouth* open?
The doctor says "Open your *mouth* wide and let me see your throat." (tongue, teeth, etc.)

Found Who *found* the little lost child?
We *found* many wild flowers in the woods last Saturday.

Wound I *wound* my watch this morning.
The cat un*wound* the ball of wool.
Have you *wound* up the victrola?

Round Here we go *round* the mulberry bush.
Has your shoe a *round* or a pointed toe?

Sound *Sound* your horn; sharp curve ahead!
Listen for the *sound* of the twelve o'clock whistle.

Sound Do you like the *sound* of the church bell?
We went fishing in the *Sound.*

Chowder Did you have clam *chowder* for lunch?
Do you like *chowder* better than soup?

Loud There is a *loud* bell on our telephone.
The newsboy shouts, "Extra!" in a *loud* voice.

Town Did you go out of *town* last Saturday?
When did your mother take you down *town* to see Santa Claus?

House Do you live in a private *house* or in an apartment?
This is the *house* that Jack built.

Cows The *cows* are in the pasture.
Did you ever help the farmer milk the *cows?*
The *cows* come home from the pasture at sundown.

Trout Did you catch any *trout* when you went fishing?
I saw *trout* in the brook.

Owl Did you see the *owl* on the branch of the tree?
The *owl* sleeps all day and catches mice at night.

Owl "I see an old *owl* as he sits in the tree,
I see his big eyes but he does not see me,
Up there he will stay in the tree all day,
But when night comes he will fly away."

Shout Hear the boys *shout* because my brother won a prize!
Did the boy *shout* for help?

Now Are you ready *now?*
Now is the best time.
Do it *now.*
Now or never!
I am ready *now.*

Sour Why did the fox think that the grapes were *sour?*
Would you like a *sour* pickle?
This apple (grapefruit, lemon, etc.) is too *sour* for me.

Flour Sift the *flour* in the sieve.
How white the *flour* is!
You may sift two cupfuls of *flour* for me.

Mouse The *mouse* has the cheese.
He is as quiet as a *mouse.*
Pussy caught a *mouse.*

Hound My *hound* is too large to play with your poodle.
My *hound* will stay on the lawn.

Hound

My *hound* is too large to play in the house.
Would you like to pat the *hound?*
Baby, shall I give you a ride on the *hound?*

Out

Come *out* to play.
I am going *out* for a while.
My father is going *out* for a walk.
Three *out*, all *out!*

Sow

Did you see the old *sow* and the little pigs?
The *sow* has nine little pigs.
I saw the *sow* when I was at the farm.
The boy at the farm feeds the *sow* sour milk.
The *sow* likes sour milk.
The *sow* likes apples too.
The kind-hearted boy will give the *sow* an apple.

Plough

The boy at the farm will show me how to *plough.*
My father can *plough.*
I shall *plough* a large field.

* *Bow*

Did you see my father (brother, sister, mother) *bow* to the lady?
Shall I show you how to make a *bow?*

* *Bough* There was a nest on the *bough* of the tree.
"When the *bough* breaks the cradle will fall."

Shower Did you get wet in the *shower?*
It will be only a short *shower.*
We had a thunder*shower* yesterday.
"April *showers* bring May flowers."

Ground The *ground* is wet after the shower.
Let us plant something in the *ground.*
My mother *ground* the coffee in the coffee mill.

Pound Will you sell me a *pound* of potatoes? (sugar, flour, etc.)
Do you sell eggs by the *pound?*
Do you sell apples (peaches, grapes, etc.) by the *pound?*

WRITTEN EXERCISE

Write the homophenes for the following: round, town, flour, ground, bow, pound.

ADDITIONAL SENTENCES

"Open your mouth and shut your eyes,
And I'll give you something to make you wise."

I found something growing near the ground. It was a large red strawberry. Shall I put it into your mouth? Was it a sour strawberry or was it

sweet? I will buy a pound of flour and make a strawberry shortcake.

Did you hear that loud sound? It must have been the old owl. He sits on the bough of the tree all day.

Come to my house for lunch. We are going to have chowder for lunch. I shall be glad to have chowder for lunch. Is it fish or clam chowder? Shall we go now? I must shout for my hound. I must take my hound with me.

Look, there is the old sow and her little pigs! How did the sow get out of her pen?

Are you going to town after lunch? No, I shall fish for trout.

I am afraid we shall have a shower soon.

Did the boy at the farm show you how to plough? Yes, I think I can plough very well.

Here is the nest of a little field mouse. There are two little mice in the nest. Pussy would love to see the mice.

LESSON 21

Long *O* — Puckered-Wide Movement Followed by a Puckered-Narrow Movement

For the sound of long *o*, as in *go* or *doe*, note that the revealing movements begin with a wide opening of lips which are puckered somewhat (wide as

for *aw*), and end with a movement which is almost like the puckered narrow of *oo* in *food.*

EXERCISE WORDS	EXERCISE SYLLABLES
beau, bough	ō — aw — au
bone, bound	pō — paw — pou
oat, out	sō — saw — sou
road, round	fō — faw — fou
shoat, shout	lō — law — lou
so, sow	dō — daw — dou
tone, town	rō — raw — rou
	sē — mē — rō
	sē — mē — bō
pawn, pone	See me row the boat.
raw, row	sē — mē — gō
fawn, phone	See me go home.
short, shoat	
lawn, lone	
sawn, so	

Bowl

Do you eat all the oatmeal in your *bowl?*

Did you see the cat lap the milk from the *bowl?*

From which *bowl* did Goldilocks eat all the porridge?

Fold

Can you *fold* your paper in half?

Please *fold* these napkins.

Fold	Do you know how to *fold* the tablecloth? (blouse)
Road	Who met Ducky-Lucky on the *road?* Did you meet the Girl Scouts on the *road?* Which *road* did you choose for your hike? Did you see the men build the *road?*
Soap	Do you wash your face with *soap?* Did you get the *soap* in your eyes? What kind of laundry *soap* does your mother use?
Joke	Did you play a *joke* on your little sister? Will you tell me the *joke?* Did you laugh at the *joke?*
Load	Did you see the man carry a big *load* of coal (wood, etc.) on his back? Did you ever see a soldier *load* his gun? Do not *load* the wagon too high. The horse can not pull the heavy *load* up the hill.
Toe	Are you a *toe* dancer? Let me see you walk on your *toes.* "Point your *toe* and away we go." Did you ever stub your *toe* in the dark?

Gold

Have you got a *gold* ring?
Everything King Midas touched turned to *gold.*
Have you ever seen a ten-dollar *gold* piece?

Home

There is no place like *home.*
What time do we go *home* from school?
I left my *home* at eight o'clock this morning.

Froze

The snow *froze* and turned into ice.
The water *froze* on the windowpane.
My toes *froze* while I was waiting for the car.

Poach

Do you like to eat *poached* eggs on toast?
Shall I *poach* an egg for you?

Oath

The soldier took an *oath* of allegiance and said that he would be loyal to his country.
Do you know that the President takes his *oath* of office on March fourth?

Broke

Jack fell down and *broke* his crown.
Who *broke* the cup?
We *broke* the ice on the sidewalk with a pick.

Old	How *old* are you? You are as *old* as I. (my sister, etc.)
Row	Come let us go for a *row* in the new boat. Can you *row?* Yes, my father taught me how to *row.* Can you *row* far? How far can you *row?*
Bone	Here is a *bone* for your dog. "Old Mother Hubbard, Went to the cupboard, To get her poor dog a *bone.*" Where was the *bone?*
Close	Please *close* the window. (door, drawer, desk, book, etc.) *Close* your mouth and breathe through your nose.
Told	Mother *told* me all about her trip. Father *told* me the story. I *told* a story in school. Dan *told* us a funny story.
Sold	My father has *sold* his house. My brother *sold* his football. I *sold* candy in the booth at the fair.
Cone	Please buy me an ice cream *cone.* Here is a *cone* for you.

Cone
Does Baby want a *cone?*
See Baby eat her *cone.*

Vote
My brother will *vote* when he is twenty-one.
My sister will *vote* next year.
How long before you can *vote?*
Let us *vote* on this question.

Telephone
May my mother use your *telephone?*
Have you five cents for the *telephone?*
This is a private *telephone.*

Go
When will you *go* home?
I shall *go* at four o'clock.
May I *go* with you?
Let us *go* to the river. (wharf, lake, etc.)

Note
Write a *note* to your teacher. (sister, me, brother, etc.)
I lost the *note* you sent me.
Put this into your *note*book.
She could not sing a *note.*

Grow
The flowers in my window box *grow* very fast.
How many inches did you *grow* last year?
They *grow* corn (wheat, rye, oats, potatoes, etc.) at the farm.

Roast Do you like *roast* chicken? (duck, goose, lamb, etc.)
Do you know how to *roast* a duck?
Mother will show you how to *roast* a duck. (goose, etc.)

WRITTEN EXERCISE

Write all the homophenes for the following: bowl, road, joke, load, toe, gold, home, bone, note, phone, grow.

ADDITIONAL SENTENCES

"Old King Cole
Was a merry old soul,
And a merry old soul was he."

Goldilocks ate all the porridge from the bowl of the Little Bear. Did the Little Bear laugh at the joke? It was no joke to the Little Bear.

Go on tip-toe, for Mother is asleep.

Come home with me for lunch.

Sister froze some ice cream this morning.

There is no place like home!

Get me some hot water and I will poach an egg for you.

That poor horse has too heavy a load.

See the soap float in the water!

Fold the paper carefully.

Is this the road that goes to the lake? (pond, etc.)

Row your boat to the shore.

Father wrote you a note at four o'clock.

Please give my poodle a bone to gnaw.

She told her brother to close the window. (door, etc.)

The man sold me an ice cream cone.

You are old enough to vote.

This little pig had roast beef.

LESSON 22

Long *U* — Relaxed-Narrow Movement Followed by a Puckered-Narrow Movement

The sound of long *u*, as in *beauty, music, few, new*, is shown by the revealing movements of the sounds of which it is composed: *ĭ* and *o͞o* — a quick, relaxed, narrow movement followed by a puckered, narrow movement.

EXERCISE WORDS	EXERCISE SYLLABLES
booty, beauty	au — ō — ū
cool, cute	mou — mō — mū
food, feud	lou — lō — lū
soon, suit	sou — sō — sū
moon, mute	now — nō — nū
pool, pure	we — nō — nū
stool, stew	we — nō — nū — mū
	We know new music.

Few

Would you like to see a *few* pictures of New York? (Boston, etc.)

There are a *few* pictures in this book.

Queue

The Chinaman wears his *queue* braided down his back.

Only a few Chinamen wear *queues* to-day.

Most Chinamen have cut their *queues* off.

Fumigate

Was your house *fumigated* after your sister had diphtheria?

Did you like the smell of the house after it was *fumigated?*

Why do they *fumigate* the library books?

Pupil

How many *pupils* are in your class?

Which *pupil* won the prize?

The *pupil* of the eye is black.

Bugle

Did you hear the soldier play the *bugle?*

They play the *bugle* when they call the men to arms.

"Blow, *bugle*, blow."

Mucilage

Who saw my bottle of *mucilage?*

We'll use some *mucilage* to paste the picture.

Mucilage Will you stop at the stationery store to buy some *mucilage?*

Cure I want something to *cure* a headache.
An ounce of prevention is worth a pound of *cure.*
Sleep is one *cure* for a headache.
A walk in the fresh air is a good *cure* for a headache.

Tube I should like a *tube* of tooth paste. (mucilage, paint, etc.)
He carries a *tube* of tooth paste in his pocket and brushes his teeth after lunch.
They gave me a sample *tube* of tooth paste.

Beauty Keep your eyes open for there is *beauty* everywhere.
The boy stood still to see the *beauty* of the sunset. (sunrise, little flower, etc.)

Suit Mother bought me a *suit* of clothes.
How does that *suit* you?
Is that your old *suit?*

New This is my *new* hat. (suit, book, etc.)
Your *new* suit is a beauty.
We bought the beautiful *new* suit on Tuesday.

Music

Listen to the *music* over the radio.
I love to hear *music* over the radio.
The *music* is very beautiful.

Tulip

Will you pick a *tulip* for me?
Here is a *tulip* for you and one for your mother.
I shall send a little *tulip* for Baby.
I have *tulips* growing in my window box.
What beautiful *tulips* these are!

Tune

Play a *tune* for me on the piano, please.
My piano is out of *tune.*
The man that *tunes* my piano is blind.

Pure

The water is very *pure.*
The baby must have *pure* milk.
Pure air and sunshine are good for the baby. (us, etc.)

Stew

Mother, please make a *stew* for lunch.
Do you wish lamb *stew* or beef *stew?*
The *stew* is very good.
Mother will *stew* the prunes.

Student

In three years I shall be a high school *student.*
My brother is a *student* at the university.

WRITTEN EXERCISE

Write the homophenes of the following: few, queue, due.

ADDITIONAL SENTENCES

The pupil had two books due at the library.
Please ask the student to play a tune for me.
The boy lost the tube of mucilage.
The tulip grew in the garden.
The pure air will cure your headache.
Did they fumigate your house?
We saw her a few days ago.
Do you like the music of the bugle?
That suits me.
Tuesday is the day.
Please put the stew on the stove
There is beauty all around us.

LESSON 23

Long *A* — Extended-Medium Movement Followed by a Relaxed-Narrow Movement

The sound of long *a* as in *save* and *lame* is shown by the revealing movements of the sounds of which it is composed: *ĕ* and *ĭ* — an extended, medium movement followed by a quick, relaxed, narrow one. Notice that it takes more time to produce the sound for *ā* than *ĕ*.

EXERCISE WORDS	EXERCISE SYLLABLES
met, mate	mō — mā — mē — mo͞o
debt, date	thō — thā — thē — tho͞o
let, late	sō — sā — sē — so͞o
Bess, base	lō — lā — lē — lo͞o
wed, wade	fō — fā — fē — fo͞o
shed, shade	thō — wē — mā — sē
less, lace	thō — wē — mā — sā
sell, sale	thō — wē — mā — sā — wē — sē

met, mitt, mate
set, sit, sate
wet, wit, wait
fed, fit, fate

Though we may say we see.

Mail I forgot to *mail* this letter.
Will you *mail* it for me on your way home?
Do you watch for the *mail*man every morning?
How often is the *mail* delivered at your house?

Weigh Our baby *weighs* fifteen pounds.
How much do you *weigh?*
Will you *weigh* this parcel for me?

Rain The *rain* came down with a tap, tap, tap.
Do you always wear your rubbers when it *rains?*

Rain "*Rain, rain,* go away.
Come again some other day."

Shade Do you like to sit in the *shade?*
It is much cooler in the *shade* than in the sun.

Lame The doctor says the little *lame* boy will be able to walk.
Did you help the little *lame* boy across the street?
That is a *lame* excuse.

Nail Do you know why you must keep your *nails* clean?
Will you buy a box of small *nails?*
Will you bring me the *nails* and the hammer?

Gave Who *gave* out the prizes at the party?
Who *gave* you the bat and the ball?
John *gave* his little sister a picture book for Christmas.

Hail "*Hail,* Columbia, happy land."
Were you out in the *hail* storm?

Wave Long may it *wave.*
Did you see them *wave* their handkerchiefs as the ship sailed off?

Race Are you going to enter the egg-and-spoon *race?*
Let us *race* down the street together!
Who won the *race?*

Bake Do you know how to *bake* biscuits?
Yes, I can *bake* muffins, too.
Mother will *bake* a cake for you.
Shall I *bake* a cake for Baby?

Cake If you will beat the eggs, I will make a *cake* for you.
"Pat-a-*cake*, Pat-a-*cake*, baker's man."
You can not eat your *cake* and have it.

Take Please *take* me with you.
Be sure to *take* your rubbers. (umbrella, raincoat, etc.)
What will you *take* to the picnic?

Lake We shall have a picnic by the *lake.*
Shall we row on the *lake?*
There is a boat on the *lake.*
Are there fish in the *lake?*
Yes, Father caught five fish in the *lake* last Tuesday.

Rake Here is the *rake.*
You may *rake* the leaves from the lawn.
May I help you *rake* the lawn?

Bathe Do you like to *bathe* in the river? (ocean, lake, etc.)
How often do you *bathe* your dog?
I *bathe* my dog every Tuesday.
Do you ever *bathe* your cat?

Game Come, let us play a *game* of basket ball. (baseball, etc.)
Shall I show you how to play the *game?*
Shall we have a *game* of tennis? (baseball, checkers, golf, etc.)

Paste Please buy a tube of tooth *paste* for me.
Shall we *paste* pictures in the scrap book?
Don't get *paste* on the carpet.

Ate Who *ate* all the porridge from the bowl of the little bear?
Who *ate* all the candy?
The cat *ate* all the cakes.

Face Wash your *face.*
Face front!
Please turn your *face* this way.

Lace Can you *lace* your shoes?
Mother will *lace* Baby's shoes.
My new dress is trimmed with *lace.*

Play Can you *play* the piano? (harp, violin, etc.)
Shall I teach you how to *play* golf? (tennis, etc.)
Our class at school will give a *play*.
Have you a part in the *play?*
Will you come to our *play?*

Stay How long can you *stay?*
Please *stay* here until I come back.
Don't *stay* too long.

Bay There is a large ship in the *bay*.
Can you swim in the *bay?*
Can you sail (row, etc.) on the *bay?*

May "Mother, *may* I go out to play?"
Where *may* I meet you?
May I ask you to return my library book for me?
May I tell you all about it?

Paint Do you like to *paint* pictures?
Let us *paint* pictures.
I have a box of *paints*.
Fresh *paint!*

Bray Did you hear the donkey *bray?*
Can you *bray* like a donkey?

WRITTEN EXERCISE

Write the homophenes of the following: mail, shade, nail, hail, wave, bake, paste, ate, date, face, fade, bay.

ADDITIONAL SENTENCES

I am so glad that you can stay all day!

I have a new game that we can play.

We can paint pictures and paste them in our scrapbook.

We can take a row on the lake.

Mother, is it too cold for us to bathe in the lake?

Father went for a swim in the bay on Tuesday.

Mother will bake a cake for us and we can eat it down by the lake.

Let's run a race to the barn.

I want you to hear the donkey bray.

Let's bray like a donkey.

There is the baby.

Wave your hand to the baby.

How much does the baby weigh?

It is almost noon and so I must wash my face. I must clean my nails.

After lunch we can play in the shade for a while and then go to the lake.

I hope that it will not rain.

LESSON 24

Long *I* — Relaxed-Wide Movement Followed by an Extended-Narrow Movement

The sound of long *i* as in *file* is shown by the revealing movement of the sounds of which it is composed, — *ah* and *ē* — a relaxed-wide movement followed by a quick extended-narrow movement. It must be remembered that extended vowels when uttered quickly, as in the case of diphthongs, tend to become relaxed.

EXERCISE WORDS	EXERCISE SYLLABLES
Lark, like	bah — bī
mars, mice	dah — dī
dark, dike	fah — fī
palm, pipe	lah — lī
sard, sight	tah — tī
barn, pine	
	se — me — bī
leak, like	se — mi — dī
meek, mike	se — me — lī
seed, side	I — ma — lī
feet, fight	I — ma — tī
beet, bite	I — ma — sī
deed, died	I — ma — bī — a — tī
	I may buy a tie.

Bye

Good-*bye*. Come to see me again.
Hush-a-*bye* baby on the tree top.
"Baby-*bye*, here's a fly.
Let us watch him, you and I."

File

Does your mother *file* her finger nails?
When the carpenter *files* the iron, it goes "screetch, screetch."

Rise

Seven o'clock is time to *rise*.
At what time does the tide begin to *rise?*
Were you up at sun*rise?*

Side

Is the door at the *side* of the house?
What *side* of the street do you live on?
Were you on the winning *side?*

Shine

How bright the sun *shines* in this room!
When brass is polished, it *shines* like gold.
Do you *shine* your shoes every morning?

Line

Where do you keep your fishing *line?*
The man climbed the clothes pole to put up the wash *line*.
Draw a *line* around the edge of the paper.

Lime

Do you like *lime* lollipops?
I prefer lemon drops to *lime* drops.
We bought two *limes* at the vegetable store.

Lime There was a vat of *lime* and mortar in front of the building.
Why does your mother put *lime* into the Baby's milk?

Lilac Are the *lilacs* in bloom?
We'll cut some *lilacs* and take them home to Mother.
Do you like the lavender *lilacs* better than the white ones?

Ivory Did you ever run your fingers over the *ivory* keys of the piano?
The elephant hunters came home loaded with *ivory.*

Find I can not *find* my book. (pencil, etc.)
Did any one ever *find* the North Pole?
Where did you *find* that?

Sign *Sign* your name on the line.
How well you *sign* your name!
Can you read what the *sign* says?

Dive See the boy *dive* into the water.
Can you *dive?*
My father will teach me how to *dive.*
The boy at the farm can *dive* very well.

Five It is *five* o'clock.
I caught *five* fish on Tuesday.
Father gave me *five* dollars for my birthday.

Fire Let us build a *fire* down by the lake.
How bright the *fire* is!
Please bring some more wood for the *fire*.

Fine We had a *fine* row on the lake. (bay, etc.)
Did you have a *fine* time at the party?
We had a *fine* game of golf. (tennis, marbles, etc.)

Spider "Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey,
Along came a *spider*
And sat down beside her
And frightened Miss Muffet away."

Fly "Will you come into my parlor?" said the spider to the *fly*.
Would you like to *fly* in an airplane?

Lie George Washington would not tell a *lie*.
Tell your poodle to *lie* down.
Lie down, little poodle.

My *My* mother (father, sister, etc.) is going for a ride.

My *My* father can fly in an airplane.
Did you see *my* book?
My book is due at the library.

Tie Is this your new *tie?*
Who gave you this *tie?*
Will you *tie* the string for me?

Height What is the *height* of the building? (tower, room, etc.)
The *height* of this mountain is not known.

Mind Be sure to *mind* what I say.
Never *mind.*
He has a very bright *mind.*

WRITTEN EXERCISE

Write the homophenes of the following: bye, file, rise, side, tie, height, mind, fine.

ADDITIONAL SENTENCES

Shall I tell you the story of the spider and the fly?

Put on a fresh tie, shine your shoes, file your nails, and go to school. How fine you look! I hope you will find your library book.

Don't forget to bring home some lime water for the baby's milk.

At what time did you rise this morning?

My desk is on the right-hand side of the room.

Shall I cut some lilacs for you to take to your teacher?

How smooth the ivory keys of the piano are!

Please make a fire at five o'clock.

Did the boy at the farm show you how to dive?

Draw a straight line.

Please read the sign.

Drive the flies out of the room.

Will you mind the baby for mother?

My grandmother has to lie down every afternoon.

Good-bye, come at five.

"The friendly cow all red and white,
I love with all my heart,
She gives me cream with all her might,
To eat with apple-tart."

LESSON 25

Oy, oi — Puckered-Wide Movement Followed by an Extended-Narrow Movement

The sound of *oy* and *oi*, as in *toy* and *oil*, is shown by the revealing movement of the sounds of which it is composed, *aw* and *e* — a puckered, wide movement followed by a quick, extended, narrow movement.

EXERCISE WORDS	EXERCISE SYLLABLES
paw, boy	mow — moi
fall, foil	fou — foi
caw, coil	lou — loi
Saul, soil	grou — groi
tall, toil	
	mī — moi
bee, boy	fī — foi
tea, toy	lī — loi
teal, toil	grī — groi
seal, soil	
feel, foil	hē — mou
heal, Hoyle	hē — lou
lean, loin	hē — fou
	hē — fou — loi
	hē — fou — mē — loi
	hē — fou — mī — boi
	He found my boy.

Boy How would you like to be a cow*boy?*
Boys and girls, come to play.
Little *Boy* Blue, come blow your horn.

Avoid *Avoid* eating too much candy.
Always try to *avoid* getting water into your ears when you are swimming.

Destroy Do not *destroy* trees in the park.
Did you *destroy* your paper?
The submarine *destroyed* the battleship.

Soil

Did you *soil* your blouse?
Our lawn looks well this year because the *soil* is rich.
Please give me some of this rich *soil* for my window box.

Toil

"*Toiling,* rejoicing, sorrowing, onward through life he goes."
"Double, double, *toil* and trouble."
How hard he works! He *toils* all day.

Oil

Do you know how to *oil* a sewing machine?
What kind of *oil* does your mother use for her salad?
Do you need *oil* for your automobile?

Noise

The subway trains make a great deal of *noise.*
Did you hear the *noise* when our pitcher made a home run?

Broil

Do you know how to *broil* fish?
Will you *broil* the chops for dinner?

Annoy

I didn't mean to *annoy* you.
Does the factory whistle *annoy* you?

Voice

She has a sweet *voice.*
The baby bear had a wee little *voice.*
Your *voice* is very pleasant.
Your teacher has a clear, pleasant *voice.*

Oyster Would you like to have some *oyster* stew?
The baby found an *oyster* shell on the bench.
Do you prefer large *oysters* or small *oysters?*

Coin Drop a *coin* into the slot.
You will get some candy (gum, matches, etc.) if you drop the *coin.*
We found an old *coin* in the street.
We shall put the *coin* in our collection.

Loyal You must be *loyal* to your country. (party, friends, etc.)
George Washington (Abraham Lincoln, etc.) was a *loyal* American.

Boil *Boil* the potatoes. (spinach, etc.)
How long should the potatoes (spinach, etc.) *boil?*
Do not let the tea *boil.*
How long should the coffee *boil?*

Toy May I buy a *toy* for the baby?
What *toy* shall I buy?
Here is a little *toy* poodle. (drum, elephant, etc.)

Join I will *join* you at four o'clock.
Come and *join* our party. (group, crowd, circle, club, etc.)

Join Will you *join* our tennis club? (baseball nine, etc.)

Choice We have some *choice* peaches. (pears, plums, etc.)
What is your *choice* in the matter?
I have no *choice;* one is as good as the other.

Employ Would you like to *employ* another man?
Would you like to *employ* a bookkeeper? (driver, etc.)

WRITTEN EXERCISE

Write the homophenes of the following words: noise, join.

ADDITIONAL SENTENCES

We must stop and get some oil for the automobile. Be careful not to soil your clothes with the oil.

Does that noise annoy you? How much noise annoys a noisy oyster?

Your voice is too loud. (low, high, etc.) You need voice training. Would you like to join a class for voice training?

Where did you find this old coin? What is the date on the coin?

You must destroy all the weeds in the garden.

Let us make a fire by the lake and broil a steak.
Will you join our club?
You may have your choice.
How many men does the farm employ?
The baby wants to show you her new toy.
You must be loyal to your country.

LESSON 26

Y — Relaxed-Narrow Movement

For *y*, as in *young*, the revealing movement is like the movement for short *i*, but it is made so quickly that the eye seldom sees it. The lip reader must depend on the context.

Young
How does the mother bird feed her *young?*
You are too *young* to go alone.

Yard
What games did you play in the *schoolyard* this morning?
May I play in the *yard* with you?
How many feet are in a *yard?*

Yesterday
Why were you absent *yesterday* afternoon?
Who played in the park with you *yesterday?*

Year

How many days are in a *year?*
What is the *year* of the discovery of America?
I wish you a Happy New *Year!*

Yawn

Are you careful not to *yawn* in public?
Do you always cover your mouth when you *yawn?*
I saw you *yawn* twice.

Yell

Can you *yell* like an Indian?
Did you ever hear an Indian *yell?*
The boy at the farm heard an Indian *yell.*
The Indian gave a loud *yell* when he was dancing.

Yellow

Gold is a *yellow* metal.
My sister wore a *yellow* dress. (belt, tie, etc.)
I gave my mother a *yellow* rose. (buttercup, flower, etc.)

Your

Where is *your* library book?
Your library book is due to-day.
Your library book is here on the table.

Yosemite

The *Yosemite* National Park is in California.
The *Yosemite* Falls are in the *Yosemite* National Park

Yosemite Some day you must visit the *Yosemite* National Park.

Yellowstone Where is the *Yellowstone* National Park?

Can you find the *Yellowstone* National Park on the map?

Mother went to the *Yellowstone* National Park last summer.

WRITTEN EXERCISE

Write the homophenes for *yard.*

ADDITIONAL SENTENCES

On the way to California we visited the Yellowstone National Park.

While we were in California we visited the Yosemite National Park.

Did your mother go to the Yosemite National Park?

I picked some beautiful yellow buttercups when I was at the Yosemite National Park.

Did you see the young bear at the Yosemite National Park?

The baby gave the young bear a piece of cake.

Did you see the bear yawn? The bear is just a year old.

It is time for young bears and young children to go to bed.

LESSON 27

K, *G*, (HARD) *C*, (HARD) *NG* AND *NK* — THROAT MOVEMENT

For *k*, as in *kind*, hard *g* as in *gold*, hard *c* as in *cat*, *ng* as in *sang*, and *nk* as in *bank*, there is a slight revealing movement made by the drawing up of the throat muscles. This movement is, however, so slight that the lip-reader must depend on the context for the recognition of words containing these sounds.

Key

The *key* is in the door.
Have you seen my latch *key?*
Does Father wear his *keys* on a ring and chain?

Kitten

Does your dog play with the *kitten?*
How many *kittens* are in the basket?
"This little *kitten* lost his mittens."
How long is it before the baby *kitten* can see?

Cut

May I have a knife to *cut* the apple?
Will you *cut* the rope for me?
Be careful not to *cut* your hand.

Cake

Do you like chocolate layer *cake?*
How many candles were on your birthday *cake?*

Rang

Who *rang* the bell?
The iceman (butcher, newsboy, etc.) *rang* the bell.
The church bell *rang* at ten o'clock this morning.

Sing

Will you *sing* "Home Sweet Home"?
Do you *sing* all the time?
"*Sing* a song of sixpence, a pocket full of rye."

Cupboard

"Old Mother Hubbard
Went to the *cupboard.*"
What was in the *cupboard?*
They say that the *cupboard* was bare.

Keep

How long may you *keep* your library book?
Don't *keep* it too long.
Please *keep* this for me.
Where do you *keep* your fountain pen? (pencil, etc.)

Kettle

Polly put the *kettle* on.
The water in the *kettle* is hot.
How do you know that the water in the *kettle* is hot?
Can you see the steam coming from the *kettle?*

Kennel

I want to build a *kennel* for my dog.
The boy at the farm will show me how to build a *kennel.*
Will the poodle (hound, etc.) sleep in the *kennel?*

Kind

The Boy Scout was *kind* to the lost child.
My big brother is always *kind* to me.
I must be *kind* to all my pets.
What *kind* of candy do you like best?

Cow

"The friendly *cow* all red and white,
I love with all my heart."
"The *cow* jumped over the moon."
"This is the maiden all forlorn
That milked the *cow* with a crumpled horn."

Calf

Did you see the *calf* at the farm?
The cow said, "Moo" when I wanted to play with the *calf.*
I saw the *calf* drink milk.

Call

Did you hear me *call* you?
Will you *call* for me on your way to school? (library, church, etc.)
Please *call* me at seven o'clock.

Camp

Would you like to *camp* in the woods? (by the lake, etc.)

Camp

The Boy Scouts have a *camp* near the farm.

They have a *camp* fire every night.

Can you cook over a *camp* fire?

Captain

My mother knows the *captain* of a big ship.

The *captain* told me about the big whales he had seen.

I think I should like to be a *captain*.

Crab

How many legs has a *crab?*

How does a *crab* walk?

Have you read the story of the mother *crab* and her daughter?

Gay

Did you have a *gay* time at the party?

What a *gay* dress (parasol, necktie, etc.) you have!

Glass

Please give me a *glass* of water. (milk, etc.)

People who live in *glass* houses must not throw stones.

What a beautiful *glass* dish (vase, etc.) that is!

Gold

Gold is a yellow metal.

Please show me your *gold* ring. (watch, etc.)

Gold was first discovered in California in 1848.

Grade What *grade* are you in?
You are in the same *grade* as my brother.
I am in the fifth *grade.*

Sang The bird in the cage *sang* all afternoon.
How sweetly the bird *sang!*
My mother *sang* to us last night.

Hang *Hang* the clothes on the line.
Please *hang* this picture on the wall.
Hang on tight for we are going around a curve.

Bring Will you *bring* the book (letter, vase, etc.) with you when you come?
Bring all the pencils (pens, erasers, paper, etc.) to my desk.

Bank Have you a savings *bank?*
Do you put something in your *bank* every Saturday?
Do you open your *bank* just before Christmas?

Pig "This little *pig* went to market,
This little *pig* stayed home,
This little *pig* had roast beef,
This little *pig* had none,
This little *pig* cried, 'Wee wee,' all the way home."

WRITTEN EXERCISE

Write all the homophenes of the following: cut, rang, sing, kennel, kind, camp, crab, glass, gold, grade, sang, hang.

ADDITIONAL SENTENCES

Let us have a gay tea party. Put on the kettle and cut the cake. Here is the key to the cupboard. There may be some candy in the cupboard. Here is the kitten. The kitten wants to come to the tea party. Does the kitten want some cake? I shall give the kitten some cake, and the kitten will sing for us. Tell the kitten to keep her paws off the table.

My little poodle is out in the kennel. Shall I call my poodle? I think my poodle would like to have some cake. The poodle and the kitten think that this is a gay tea party.

The Boy Scouts have a camp near the lake. The Scout Master is very kind to the boys. Yesterday they went to the bay, and each boy brought home a crab. They boiled the crabs in a large pot. Each day the Boy Scouts wash their clothes and hang them on the line. One day, the little calf came and pulled the clothes from the line. The calf had a gay time with the clothes. Last night they had a camp fire. All the boys sang, and the Scout Master told stories.

LESSON 28

ASPIRATE *H* — BREATH WITHOUT MOVEMENT

For *h*, as in *happy*, there is no revealing movement. The lip reader must depend on the context for the recognition of words containing this sound.

Head Hold your *head* high like a man.
Who is at the *head* of your class?

Happy Are you *happy* and glad?
Let us sing and dance and be *happy* and gay.

Hard Do you like *hard* candy?
Do you play with a *hard* rubber ball?

Hall Are there any children in the *hall?*
How long is the *hall?*

Howl Did you hear the dog *howl* late last night?
Did you ever hear a wolf *howl?*

Hold Do you *hold* on to the ropes when you bathe in the ocean?
All *hold* hands and make a ring.

Hand "And there *hand* in *hand*
On the edge of the strand
They danced by the light of the moon."
Take hold of the baby's *hand.*
Hands up!
Be sure to wash your *hands* before eating.

Hat Is that the new *hat* that your mother bought you?
Take off your *hat* and stay to dinner.
The wind blew my *hat* from my head.

Horse "Ride a cock *horse*
To Banbury Cross
To see a little lady
Upon a white *horse.*"
Would you like to ride on a small (large, white, circus, electrical, etc.) *horse?*

WRITTEN EXERCISE

Write the homophenes of the following: head, hard, hall, howl, hold, hand.

ADDITIONAL SENTENCES

The boy at the farm is at the head of his class. He works hard n school, and he works hard out of school. The farmer and his wife are very happy. The boy is happy, too. He likes to be at the head.

They have a new dog at the farm. He howls all night. He does not want to sleep in his kennel. We took the dog for a run but we could hardly hold him, for he wanted to go very fast. I hurt my hand trying to hold the dog. My hat fell off, and I could not stop to pick it up. We had a gay time with the dog. To-night we shall let him sleep in the hall. I certainly hope that he will not howl.